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ABSTRACT

This annual report for the 1984-85 school year in the Des Moines (Iowa) Public Schools includes information on the academic progress being made by students and reports on various aspects of the operations of the school district. The Plan for Excellence, a blueprint adopted in early 1985 for use in Iowa's largest school district, was used to fine tune the curriculum. The report is intended for use as a ready-reference for administrators, parent organization officers, and public officials and consists almost exclusively of statistical charts and tables. The report is divided into seven sections presenting data on the following: (1) curriculum implementation, testing, and student achievement; (2) student attendance and enrollment; (3) staff size, salary, retirement, and days employed; (4) physical plant; (5) finance; (6) school boundaries (presented in map form); and (7) special services provided. (KH)

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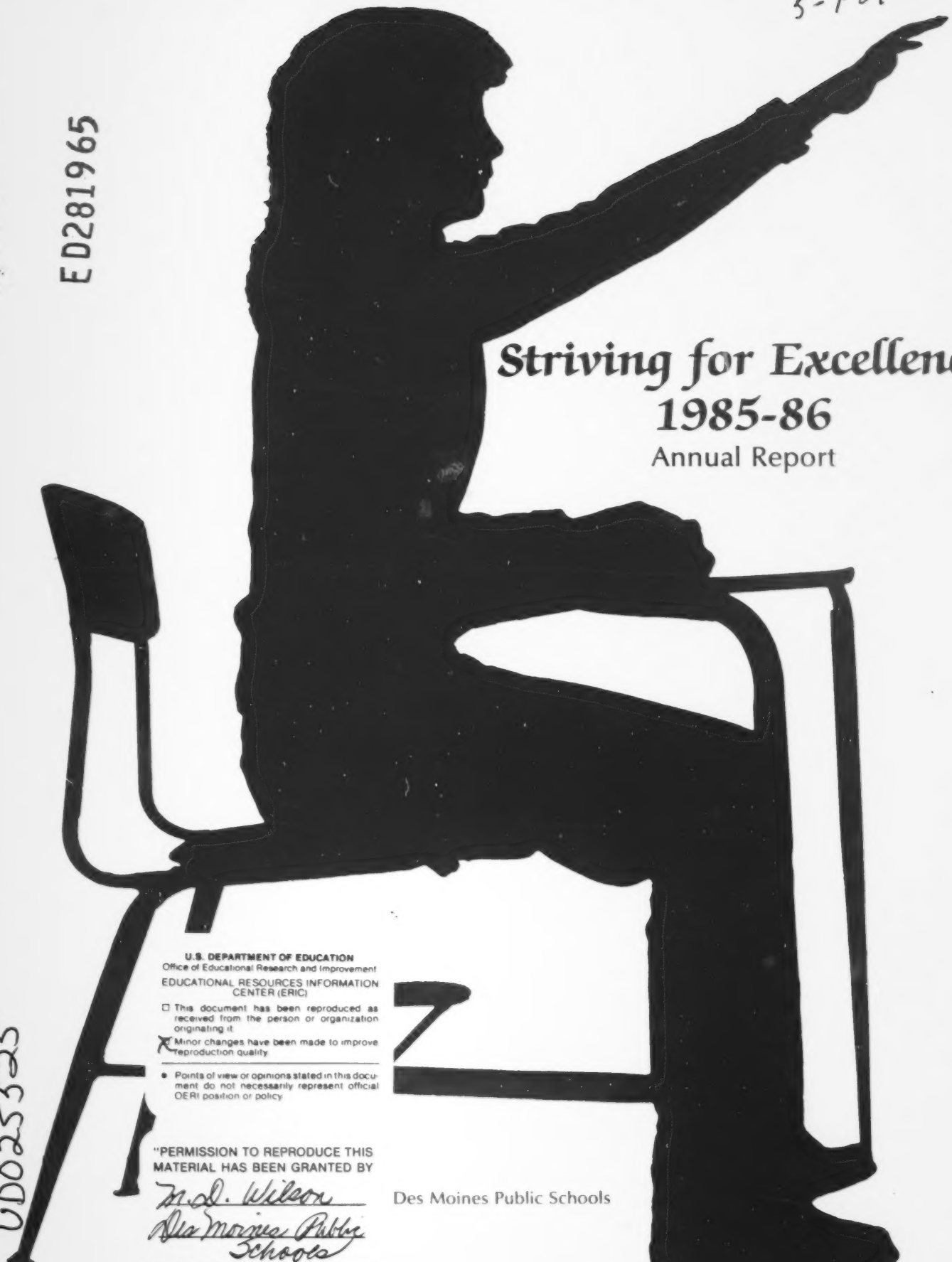

Striving for Excellence
1985-86
Annual Report

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Des Moines Public Schools

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STRIVING FOR EXCELLENCE
1985-86

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT
1800 GRAND AVENUE
DES MOINES, IA 50307

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FOREWORD

This annual report for the 1984-85 school year in the Des Moines Public Schools includes information on the academic progress being made by students and reports on various aspects of the operations of the school district. We have included enrollment, employee data, descriptive information on school buildings and other real property, finances and a variety of other useful facts and figures.

The school district intends to keep all interested persons fully informed of all facets of the operation. This report will serve as a ready reference for school district administrators, parent organization officers, public officials and others. However, if you have a particular concern or need for information not included in this booklet, we encourage you to contact one of us and we will make every effort to see that the data is included in future years.

Morris D. Wilson, Ph. D.
Director of Evaluation and Research

Robert D. Baldwin
Director of Public Information

ACHIEVEMENT

Fine Tuning The Curriculum and Reaching Out to the Community

The Plan for Excellence was formally adopted by the School Board as a blueprint for Iowa's largest school district early in 1985. The action came following exhaustive study of the various components of the plan by more than 400 business and professional men and women, teachers, parents, school administrators and students working on 33 committees.

New committees were established to work on implementation of parts of the plan. An Oversight Committee was appointed to monitor the progress toward the plan objectives. The Oversight Committee will report to the School Board annually in June.

With the Plan for Excellence establishing the district direction for the next five years, work was concentrated in 1984-85 on fine tuning the curriculum and expanding the school district's efforts to reach out to the community.

Fine Tuning the Curriculum. Test scores on the Iowa Test of Basic Skills and Iowa Test of Educational Development showed Des Moines students continuing to improve. On the tests taken in October, 1984, students scored approximately 60 percent higher than in 1977, the last year the tests were given before the drive toward excellence began in 1980.

In the drive to improve the education of Des Moines youth through the Plan for Excellence, the Des Moines School District applied for, and was granted, $561,000 through the state Education Improvement project. The money will be used to improve curriculum, instruction practices, expand educational programs and conduct staff development.

The work to fine tune the curriculum and enhance the education of the youth of Des Moines was carried out in a variety of ways:

New courses of study were added to the academic offerings of the Central Campus, including Japanese, College-Bound English 9, Speed and Power Reading, Marine Biology and Astronomy. Plans were made to offer Probability and Statistics, Humanities, Level II Economics and Government, Futuristics, and Geology in later years.

Courses in Introductory Mathematics and Introductory Algebra/Geometry were developed for high schools.

A committee started work to review the amount of time allotted to art, music and physical education in elementary schools.

A "How to Study" handbook was developed for high school students.

The Saturday Institute for gifted and talented students was expanded to add humanities to the math and science offerings.

A long-range improvement plan to bring libraries and reference materials up to date within three years was developed.

The homework policy for students in transitional schools and high schools was strengthened by placing more emphasis on home study, ranging from 45 minutes to 2 hours daily except on Wednesdays.

A Central Academy half-day program for gifted and talented eighth grade students was established on a pilot basis. The curriculum offered a science/language arts or a social science/language arts emphasis.

Vocational/technical programs at the Central Campus were revised into a two-year format except for agri-business, practical nursing and aviation and a competency-based curriculum developed.

The career courses curriculum at Central Campus was expanded by adding Accounting Specialist, Executive Secretary, Word Processing Specialist and Child Care Occupations. Under consideration for the future are Building Service Occupations and Commercial Photography. Plans were made to provide all instruction in elementary schools of art, music and physical education by subject specialists.

The Armed Forces Vocational Aptitude Battery was selected to be given to all 10th grade students as a way of helping them make plans for career education studies in grades 11 and 12.

The policy on responsible citizenship was changed to call for instruction in the history of our nation; the democratic form of government; the necessity of citizen participation in the "political process" to maintain a democratic form of government; our heritage including customs, traditions, rituals and symbols of allegiance to our country; and our nation's responsibility in a global society.

On the athletic scene, the five-player girls' basketball format was started in ninth grade and plans made to change to the five-player format for interscholastic competition in 1985-86.

Wallace Elementary School was named the Physical Fitness Champion for the State of Iowa for the eighth time under the direction of Ilene Borchert, physical education teacher.

The Blue Knights of the North-Tech Marine Corps Junior ROTC unit won two first place trophies in the national drill team competition at the Veterans of Foreign Wars convention.

Reaching Out to the Community. The School Board and the school district administration, convinced that a stronger and closer relationship with various segments of the community would provide some much needed support for public education, started work in several areas.

Early in the school year, a school district marketing plan was launched. It featured an advertising campaign on television, radio, billboard and newspaper. The message — "The Des Moines Public Schools — The Best Place to Learn." The campaign was financed by contributions from businesses.

Public relations teams were organized in every school building to plan and carry out community relations activities; to more aggressively tell the public how school district staff members are providing a quality education for the young people of Des Moines.

Business and professional men and women, parents and students were given a direct opportunity for input to the school district's long-range plan, the Plan for Excellence, by membership on 33 committees studying the various components of the suggested outline. The deliberations and recommendations of the committees were presented to the Des Moines School Board at the first annual Educational Forum. Eight "forum leaders" from the community reacted to the committee recommendations and the School Board considered those viewpoints in discussion of the plan before its final adoption.

The emphasis on reaching out to the community was strengthened by the appointment of a Director of External Affairs with responsibility for the Marketing Plan, Adopt-A-School program, legislative activity and coordination of the work of the Fund for Excellence.

The Adopt-A-School program matches a school and a business or government agency in a partnership for the mutual benefit of both. During the 1984-85 school year more than 30 partnerships were arranged, bringing the total to nearly half the goal of a partnership for every school by the start of the 1986-87 school year. Among the benefits for schools are volunteer tutors for students, opportunities for students to attend business-related and special governmental events, and increased opportunities to display student work at businesses frequented by large number of community residents. Businesses benefit by having school athletic facilities for employees to use for recreation, having a source of entertainment for employee functions.

The legislative activity was aided by the work of an advisory committee of community residents with experience in governmental affairs. As a result of the activity, the Urban Network of the seven largest school districts in Iowa was formed to develop programs, including a proposal for revamping the way school districts are financed. The Director of External Affairs was a registered lobbyist at the Iowa Legislature and maintained regular communication between Des Moines School Board members, school district administrators and legislators.

The fund for Excellence was established as part of the Community Foundation of the Greater Des Moines Chamber of Commerce. The Fund board, made up of business leaders, set out to raise money to provide grants to classroom teachers who want to try innovative approaches to classroom instruction. The first grants were scheduled to be made for the second semester of the 1985-86 school year.

The Department of Community and Adult Education also provides a means of community outreach and in 1983-84 provided 37 sections of preschool programs; offered 13 sections of before and after school child care at 10 locations; provided afternoon, evening and Saturday classes for 30,000 persons; co-sponsored meetings and activities in school buildings involving more than 100,000 persons; and developed training-for-employment projects.

The third annual Salute to Public Education project, a cooperative effort of the Des Moines Public Schools and the Des Moines Education Association, drew thousands of community residents to Merle Hay and SouthRidge malls to see displays of public education in Des Moines.

Notable accomplishments in the business operation of the school district included reorganization of the transportation department to improve efficiency and reduce the cost of operations by $148,000; major improvements to more than 40 buildings with roofs, boilers, windows, ceilings and mechanical needs being met; redecoration of entrances to half the school buildings; work on removal of asbestos at six schools; energy audits at 30 schools and repair of asphalt paving and site work at five schools and two athletic fields.

Testing in our Schools

This section reports the results of testing in various curriculum areas to better acquaint the reader with what is being taught and learned in the Des Moines Independent Community School District.

Testing in the Des Moines Public Schools takes two major forms: (1) objectives-based tests, developed by the district, to measure specific instructional objectives and learning outcomes; and (2) nationally standardized Iowa Tests of Basic Skills (ITBS) in Grades 4-8 and Iowa Tests of Educational Development (ITED) in Grades 9-12, which allow us to compare Des Moines' students with others nationally. These two coordinated testing activities provide dependable information for assessing the strengths and weaknesses of the district's educational offerings. In addition to these achievement tests, each year a number of high school students voluntarily take the national college entrance examinations: Scholastic Achievement Test (SAT) and American College Test (ACT).

The objectives-based testing program is described below along with test results from the 1984-85 school year.

What are Objectives-Based Tests?

Central to objectives-based testing is a clear statement of the objectives that an educational program is designed to achieve and which a test is expected to assess. In the past ten years, Des Moines Independent Community School District personnel have developed subject and grade level tests in mathematics, language arts, science, and social science to assess the attainment of the critical learning objectives for each area.

TEST DEVELOPMENT. The development of an objectives-based test is normally a two year process. The initial focus is the establishment of course objectives which describe the major learning outcomes at each grade level in a given subject area. These objectives are written by a committee of teachers with the guidance of a subject area supervisor. The objectives specify the skills and content considered to be the "core" of the curriculum which each student should learn in the course.

During the second year, test items measuring these objectives are written. These items undergo a thorough review by the Department of Evaluation, Research, and Testing, subject area supervisors, and teachers, who critique the items for quality and to insure that each item provides an accurate measure of the course objective it was written to measure. In May, the test is "piloted" (tried out) on a sample of 200-300 students. The results of this "pilot" are carefully analyzed to assure that all test items are functioning as intended. Minor revisions are then made based upon the test results gathered in the pilot.

USE OF TEST RESULTS. Testing with the objectives-based tests yield results which are used to assess learning. The teachers and principals can spend a few hours studying the results to help determine areas where new materials or teaching activities might be necessary to help the students improve their overall performances.

The test results can also be used by the teachers to examine new students. A careful examination of the results of spring testing can provide a teacher a measure of the proficiency of each new student, highlighting each student's strong and weak points. This information can then be used to develop lessons in those areas that need remediation.

Test results provide useful information for reviewing teaching strategies and for monitoring the progress of an individual student. This leads to the enhancement of the quality of teaching and student learning.

TEST GIVEN 1984-85. In May, 1985, objectives-based tests were administered in language arts (grades 3-10); in mathematics (Grades 1-8), General Math I, Pre Algebra, and Algebra I; in social sicences (Grades 3-8), government, and economics; and in science (Grades 3-6, life science 7, physics, and chemistry). Additional testing activities including the piloting of Algebra II, Geometry, Earth Science, and grade 8 science.

Mathematics Test Results

Table 1 displays the test results for mathematics over the past eight years. The scores presented in the table (and all other tables within this section) represent the district average percent correct by grade level.

Table 1
District Objectives-Based Math Tests
(Average Percent Correct)

Grade	1979-80	1980-81	1981-82	1982-83[1]	1983-84	1984-85
K	80	80	80			
1	80	83	86	87	87	87
2	80	83	84	87	87	87
3	72	76	75	83	82	81
4	76	77	78	76	75	76
5	69	71	73	70	71	71
6	67	69	72	70	67	66
7	50	50	51		64	65
8	59	60	58		61	63

[1]The mathematics tests for first through sixth grade were revised for the 1982-83 administration. The Metropolitan Readiness Test for kindergarten has replaced the district's objectives-based test effective with the 1982-83 school year. New tests for seventh and eighth grade math were piloted in the spring of 1983.

Tables 2 and 3 display the results of the district's General Mathematics 1 and Algebra 1 tests. The results show an overall decline in the general math scores. The Algebra 1 scores, however, increased significantly in all of the strands.

Table 2
District General Math I Test Results
(Average Percent Correct)

Strands	1983-84	1984-85
Measurement	54	49
Add-Subtract	61	56
Multiply-Divide	64	61
Proportion	44	38
Numeration	53	46
Rational Numbers	58	52
Consumer Application	49	45
Word Problems	51	46

Table 3
District Algebra I Test Results
(Average Percent Correct)

Strands	1983-84	1984-85
Whole Numbers and Sets	63	68
Powers, Roots, and Radicals	66	73
Integers, Rationals and Rational Expressions	58	70
Equations and Inequalities	61	72
Word Problems	74	86
Graphing	50	58
Linear Equations and Polynomials	60	73
Radicals and Quadratics	42	48
Symbols	75	78

Science Test Results

Tables 4,5,6,7, and 8 display the results of the district's elementary (Grades 3-5), Grade 6, Life Science, Chemistry, and Physics tests. Included in the tests for grades 6 and 7, were subtests in health.

In 1985, the district administered a new version of the high school Biology test and piloted the Grade 8 Science and Earth Science (Grade 9) tests. The average percent correct on the Biology test was 58.

Table 4
District Objective-Based Science Tests
(Average Percent Correct)

Grade	1983-84	1984-85
3	68	61
4	56	57
5	55	58

Table 4
District Objectives-Based Science Test Results (3-5)
(Average Percent Correct)

Grade	1983-84	1984-85
3	68	69
4	56	57
5	55	58

Table 5
District Sixth Grade Science Test Results
(Average Percent Correct)

Strands	1983-84	1984-85
Life	52	52
Energy	59	57
Earth	46	45
Int/Form/Hypotheses	65	63
Health		68
District Average	55	57

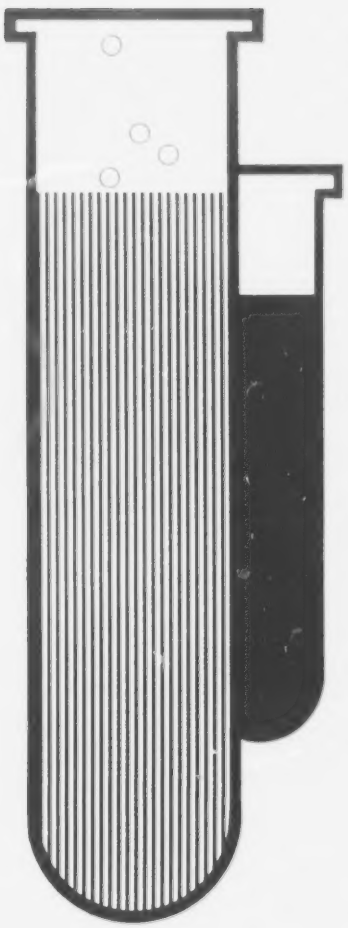


Table 6
District Seventh Grade Life Science Test Results
(Average Percent Correct)

Strands	1981-82	1982-83	1983-84	1984-85
Characteristics	65	66	67	68
Cells	59	63	63	64
Plants and Animals	58	58	57	59
Human Body	62	65	65	63
Ecology/Conservation	64	66	66	66
Health				62
District Average	61	64	67	62

Table 7
District High School Chemistry Test Results
(Average Percent Correct)

Strands	1980-81	1981-82	1982-83	1983-84	1984-85
Gases	64	67	62	64	62
Molar Calculations	59	61	63	61	57
Atomic Properties	63	63	62	63	62
Solutions	65	67	64	66	65
Oxidation-Reduction	59	60	60	59	57
Acid-Base	56	59	59	60	60
States of Matter	58	55	61	61	61
Equilibrium	45	50	50	50	49
General Chemistry	66	69	68	69	67
District Average	61	63	62	63	62

Table 8
District High School Physics Test Results
(Average Percent Correct)

Strand	1983-84	1984-85
Motion	58	58
Dynamics	62	62
Work Energy	57	53
Waves/Spectrum	49	50
ERBC Magnet	48	46
Atomic Nuclear	48	48
District Average		

Social Science Test Results:

Tests administered in the social science areas during 1984-85 included all grades from three through eight, plus Economic Theory and Government which are one semester requirements at Grade 12. High school World History and American History were revised and piloted during the year. These new revisions will be administered for the first time during the 1985-86 school year.

The Des Moines social science curriculum, upon which the tests are based, concentrates on the following areas:

Grade 3: All areas of social science with a strong emphasis on the history of Des Moines

Grade 4: Geography of the United States, various regions, and Iowa; some emphasis on map and graph skills and a separate unit on economics

Grade 5: United States and Iowa history

Grade 6: Geography, with a strong emphasis on physical geography and map and graph skills

Grade 7: Geography, with a strong emphasis on contemporary geographic problems

Grade 12: One semester each of economics and government

At grade 3, the average scores for the students on the various strands of the test ranged from about 60% to 65% correct for all areas with the exception of the strand that included sociology, anthropology and psychology, where students averaged 52% correct.

Students in grade 4 ranged from a high of 74% correct on the map and graph skills strand to a low of

48% on the economics strand; those in grade 5 had 71% correct on the strand covering the settlement of the west, but dropped to around 52% correct on establishing our nation and the strand on the United States today.

The tests over the two-year geography sequence in grades 6 and 7 showed students getting an average of 66% correct in map and graph interpretation at sixth grade and 65% correct in physical geography at the seventh grade. The seventh grade students also did well in the area of urban geography, scoring an average of 64% correct. The results for eighth grade students for the past three years are shown in Table 9.

The results for high school seniors in the areas of economic theory and United States government for the past four years are shown in Tables 10 and 11. The slight variations in average scores for these four different senior classes are very small and may be attributed to chance.

One of the goals of the social sciences is the teaching of higher level thought processes. Certain test questions in all grades and subjects were written to measure skills such as drawing conclusions, interpreting tables and political cartoons, drawing interences and evaluating the authoritativeness of various sources of information.

The second unique instructional area within the social science curriculum deals with multicultural and nonsexist (MC/NS) issues. Test items designed to assess student development in these areas are incorporated throughout the various social science tests.

Table 9
District Grade Eight Social Science Test Results
(Average Percent Correct)

Strands	1982-83	1983-84	1984-85
Foundations of Government	54	54	53
Politics and People	49	53	51
State and Local Government	54	51	51
The Individual and the Law	60	60	58
Economics	74	73	73
District Average	59	60	59

Table 10
District Economic Theory Test Results
(Average Percent Correct)

Strands	1981-82	1982-83	1983-84	1984-85
Economic Problems/ Systems	69	67	70	68
Microeconomics	74	75	74	74
Macroeconomics	67	68	68	65
Other*	59	58	60	58
District Average	69	69	69	67

*Other areas tested included World Economics, Economic Institutions and Concepts. Separate results for each area are not included as there were too few items in each of these areas to report valid results.

Table 11
District United States Government Test Results
(Average Percent Correct)

Strands*	1981-82	1982-83	1983-84	1984-85
Constitution and Federalism	61	61	60	62
Political Parties	69	67	66	66
Legisative Branch	70	71	68	63
Executive Branch	61	60	58	66
Judicial Branch	73	73	70	63
Thought Processes	71	72	72	64
District Average	67	67	65	64

*Items testing a multicultural society were also included. There were too few items in this strand to report valid results, however.

Table 12
District Elementary Language Arts Test Results
(Average Percent Correct)

Grade	1983-84	1984-85
3	72	72
4	70	71
5	63	65

Table 13
District Grade 6 Language Arts Test Results
(Average Percent Correct)

Strands	1983-84	1984-85
Grammar	63	62
Mechanics	71	69
Composition	57	55
References	71	69
Mass Media	63	61
Literature	55	54
District Average	64	63

Table 14
District Grade 7 Language Arts Test Results
(Average Percent Correct)

Strands	1983-84	1984-85
References	66	65
Mechanics	60	58
Parts of Speech	53	52
Sentences	59	57
Other*	58	57
District Average	58	57

*The areas in the "Other" category did not have a sufficient number of items for valid results to be reported.

Table 15
District Grade 8 Language Arts Test Results
(Average Percent Correct)

Strand	1983-84	1984-85
References	64	69
Grammar	64	68
Composition	61	65
Literature	57	60
Mass Media	60	64
Mechanics	67	71
District Average	63	67

Language Arts Test Results

Language Arts objectives-based tests for Grades 3-8 were administered on a pilot basis during 1982-83. During 1983-84 they were revised and administered to all students for the first time in May, 1984 and again in May, 1985.

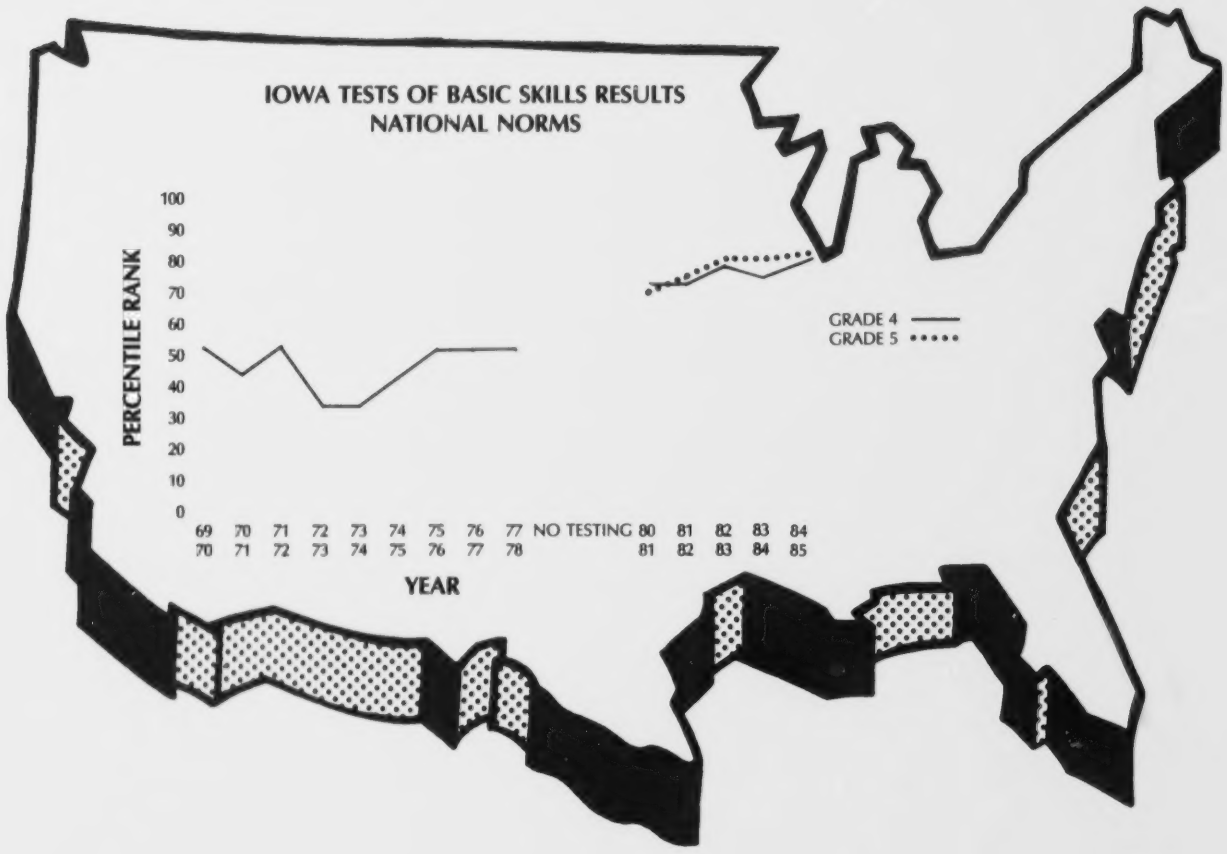
Tests have also been developed for English in Grades 9 and 10. These objectives-based tests were piloted in May, 1984, revised during the 1984-85 school year and administered to all students at these grade levels for the first time in May, 1985. The objectives from which the test items are derived are contained in a 1983 publication entitled *English-Language Arts Objectives K-12*.

Tables 12 through 17 present the results obtained from language arts testing in grades 3-8 during the last two years. The tables indicate the average percent correct on each strand, as well as for the entire test at each of the grade levels 3 through 8. Following the second administration of the tests in English for grades 9 and 10, which will occur in January and May, 1986, data for the two years will be presented in tabled form.

Summary

The results of testing discussed in this section show mixed results. In many areas, there is an indication of continued improvement in student learning and achievement. In other areas, however, there are some declines in student performance over last year. These declines are not significant, but if they are not addressed, they could become a critical concern of the district.

The administrative and instructional staffs of the school district are committed to the value of testing as a tool to monitor student progress and to provide information leading to the assessment of the district's curriculum and instructional activities. Continual efforts to sustain growth in student learning and achievement, as well as identifying areas in need of special attention, dominate the district's philosophy of providing the best possible educational experience for all its students.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NATIONAL NORMS
PERCENTILE RANK
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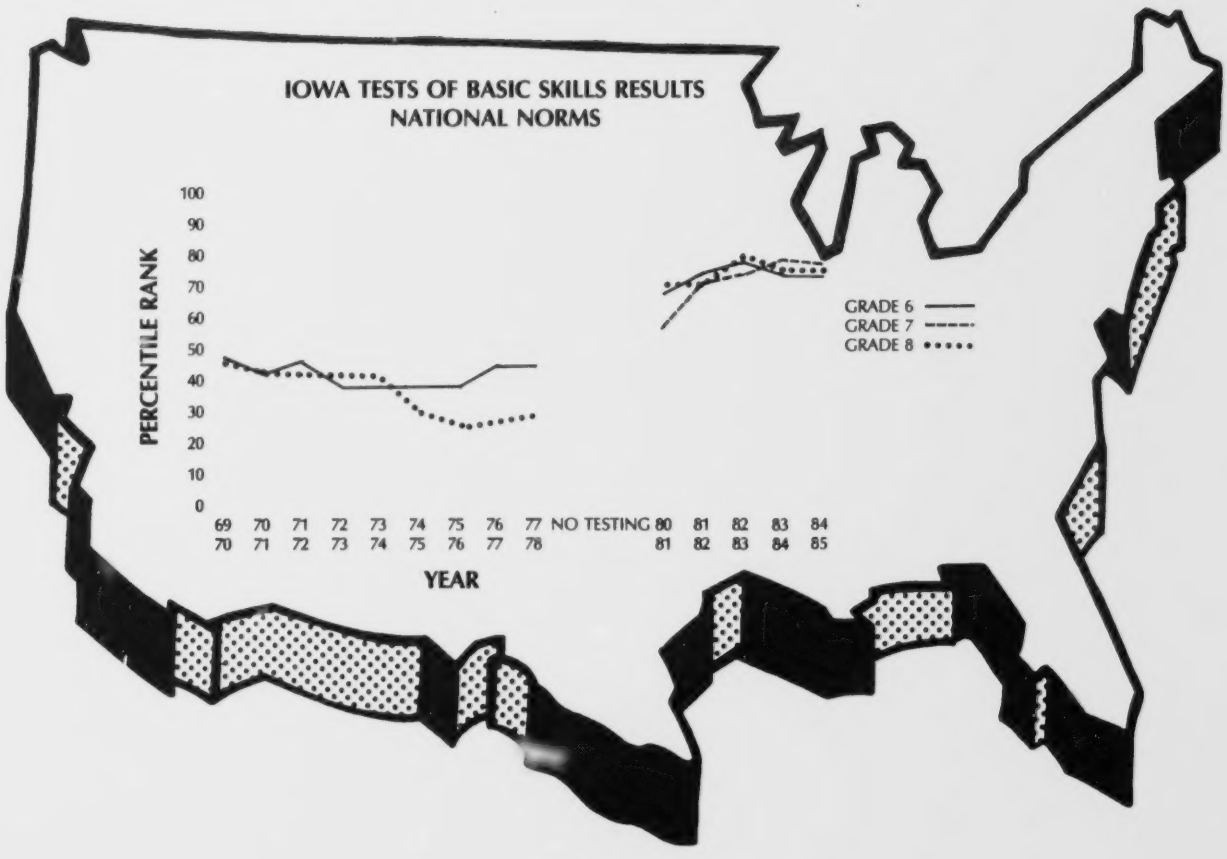
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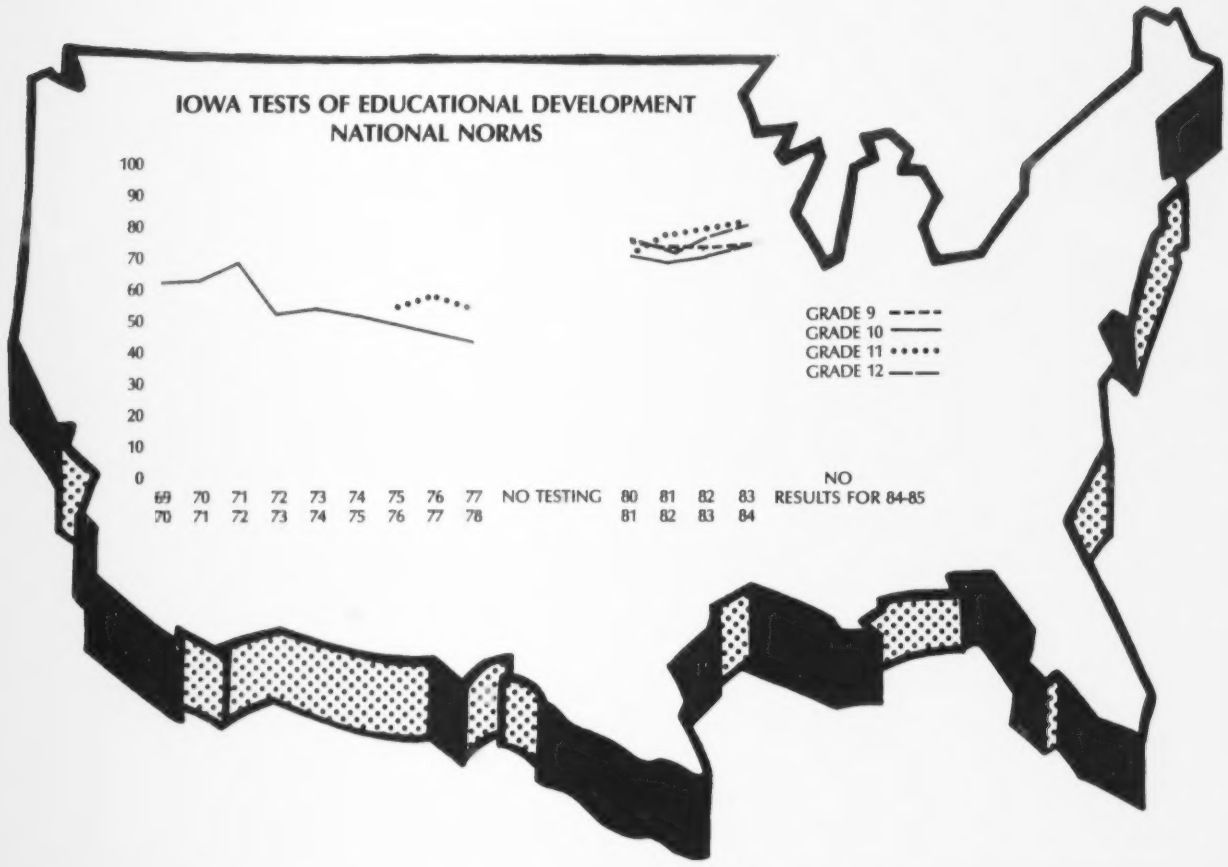


Iowa Tests of Basic Skills and Iowa Tests of Educational Development

The Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED) are nationally standardized tests which assess a broad range of instructional and learning activities. Use of a nationally normed test allows us to compare the achievement levels of our district relative to that of other school districts throughout the nation taking the same test.

ITBS Results

The ITBS provides one measurement of growth at the district level for grades 4 through 8 in the fundamental skills of vocabulary, reading, the mechanics of writing, methods of study, and mathematics. Table 1 presents the results of fall testing with the ITBS battery for the years 1981, 1982, 1983, and 1984 by subtest. The scores are presented as standardized scores referred to as percentiles. The percentile ranks reported in the table represent school district ranks and not pupil ranks. A percentile rank of 75 for a given grade indicates that Des Moines Public Schools ranked higher than 75 percent of the schools tested in the national sample at the same grade.

Results of ITED Testing

The Iowa Tests of Educational Development measure abilities that are important in adolescent and adult life, and that constitute a part of the foundation for continued learning. These include: the ability to recognize the essentials of good writing, the ability to solve quantitative problems, the ability to critically analyze discussion of social issues, the ability to understand nontechnical scientific reports and recognize sound methods of scientific inquiry, the ability to perceive the subtle meaning and moods of literary materials, and the ability to use sources of information and common tools of learning.

The ITED is an achievement test in a broad sense. It requires students to apply their knowledge and skills in analyzing materials that they probably have not seen before. Thus, the test is designed to measure how well students can use many different competencies. The level of performance on the test will reflect the effects of school experiences which are designed to promote intellectual growth and educational development that stems from out-of-school activities. Table 2 presents the results of fall testing for the years 1981, 1982, and 1983. The 1984 scores that were obtained are not valid due to a problem with the form of the test that was administered. As a result of the discovery, there was no make-up week for any of the high schools. In addition, one of the schools didn't do any testing.

Table 1
Iowa Tests of Basic Skills
Report of System Percentile Averages

GRADE	Vocabulary 1981	1982	1983	1984	Reading Comprehension 1981	1982	1983	1984	Language Arts Subtest Spelling 1981	1982	1983	1984
4	70	75	75	83	70	79	75	82	69	78	69	81
5	65	70	75	79	71	71	71	71	68	76	68	76
6	72	72	72	68	71	75	67	67	64	69	64	60
7	71	67	71	63	62	66	66	62	60	64	72	64
8	67	70	75	67	65	68	68	68	52	56	66	66

GRADE	Capitalization 1981	1982	1983	1984	Language Arts Subtest Punctuation 1981	1982	1983	1984	Usage 1981	1982	1983	1984
4	73	81	84	90	67	72	62	81	68	72	72	75
5	79	87	85	89	75	88	82	90	69	78	75	78
6	80	82	80	77	80	90	83	83	70	66	66	60
7	69	75	83	80	71	82	82	85	66	71	71	74
8	66	78	82	84	64	72	80	83	63	68	70	72

GRADE	Total Language 1981	1982	1983	1984	Work Study Skills Visual Materials 1981	1982	1983	1984	References 1981	1982	1983	1984
4	69	77	73	81	77	84	84	87	76	76	80	80
5	75	85	78	85	82	85	88	90	77	77	81	84
6	74	77	74	71	78	87	81	84	75	79	75	67
7	66	73	76	76	76	79	85	85	71	67	78	67
8	63	71	76	76	77	85	85	88	69	75	78	78

GRADE	Total Work Study 1981	1982	1983	1984	Mathematics Subtest Concepts 1981	1982	1983	1984	Problems 1981	1982	1983	1984
4	75	80	84	87	72	76	76	76	69	75	80	84
5	81	84	84	87	75	79	79	82	71	76	80	80
6	79	83	79	79	76	80	76	76	70	75	75	70
7	73	73	80	77	66	77	74	80	60	73	76	73
8	75	81	81	84	71	78	71	78	66	70	77	74

GRADE	Mathematics Subtest Computation 1981	1982	1983	1984	Total Mathematics 1981	1982	1983	1984	ITBS Composite 1981	1982	1983	1984
4	64	73	73	73	67	74	74	80	74	79	79	83
5	71	84	78	84	71	81	81	81	76	80	80	84
6	78	83	72	72	75	79	75	75	75	79	75	71
7	65	77	77	77	63	76	76	77	70	74	77	74
8	65	75	75	84	67	75	75	78	69	75	75	75

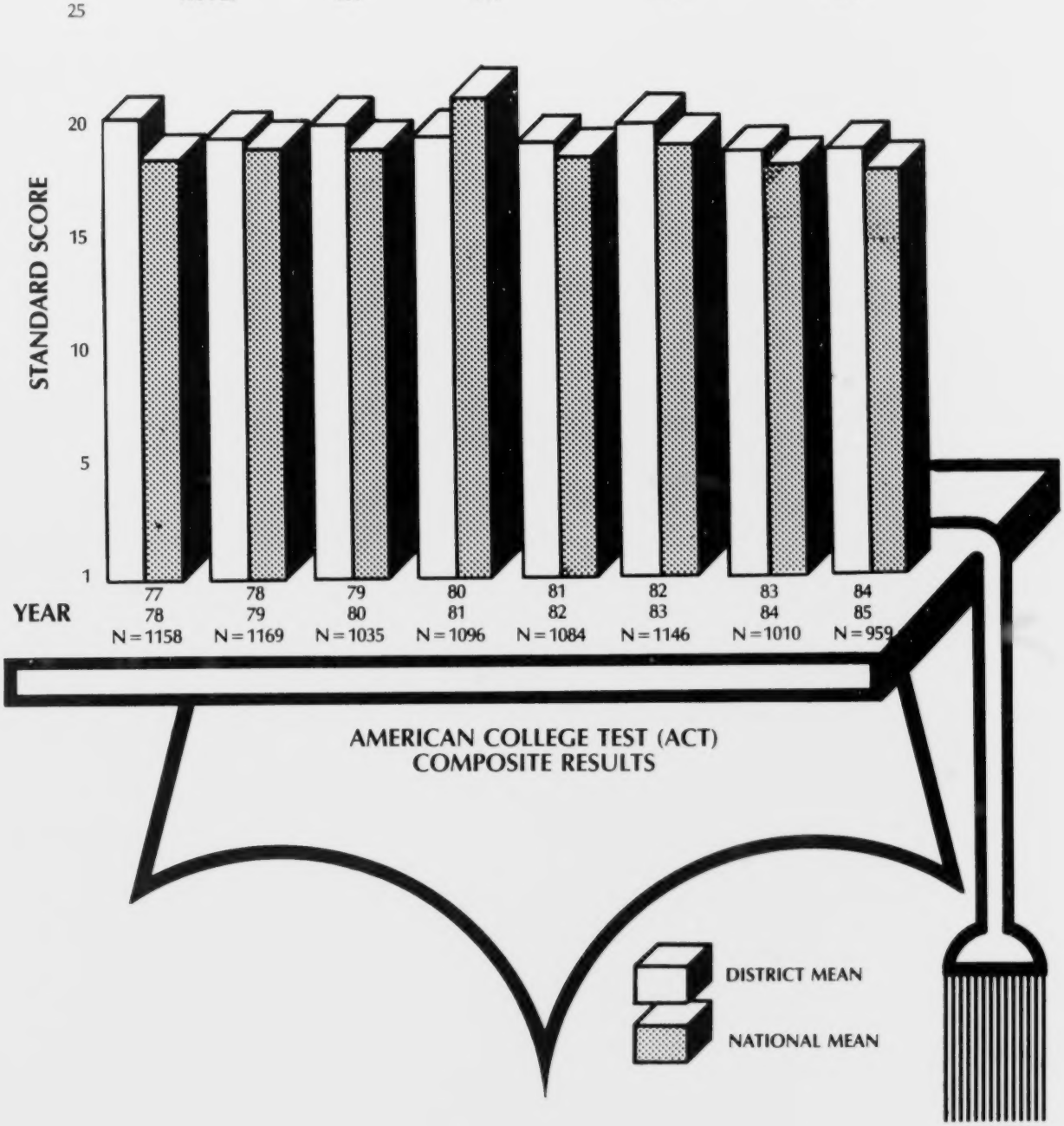
Table 2
Iowa Tests of Educational Development
Report of System Percentile Averages

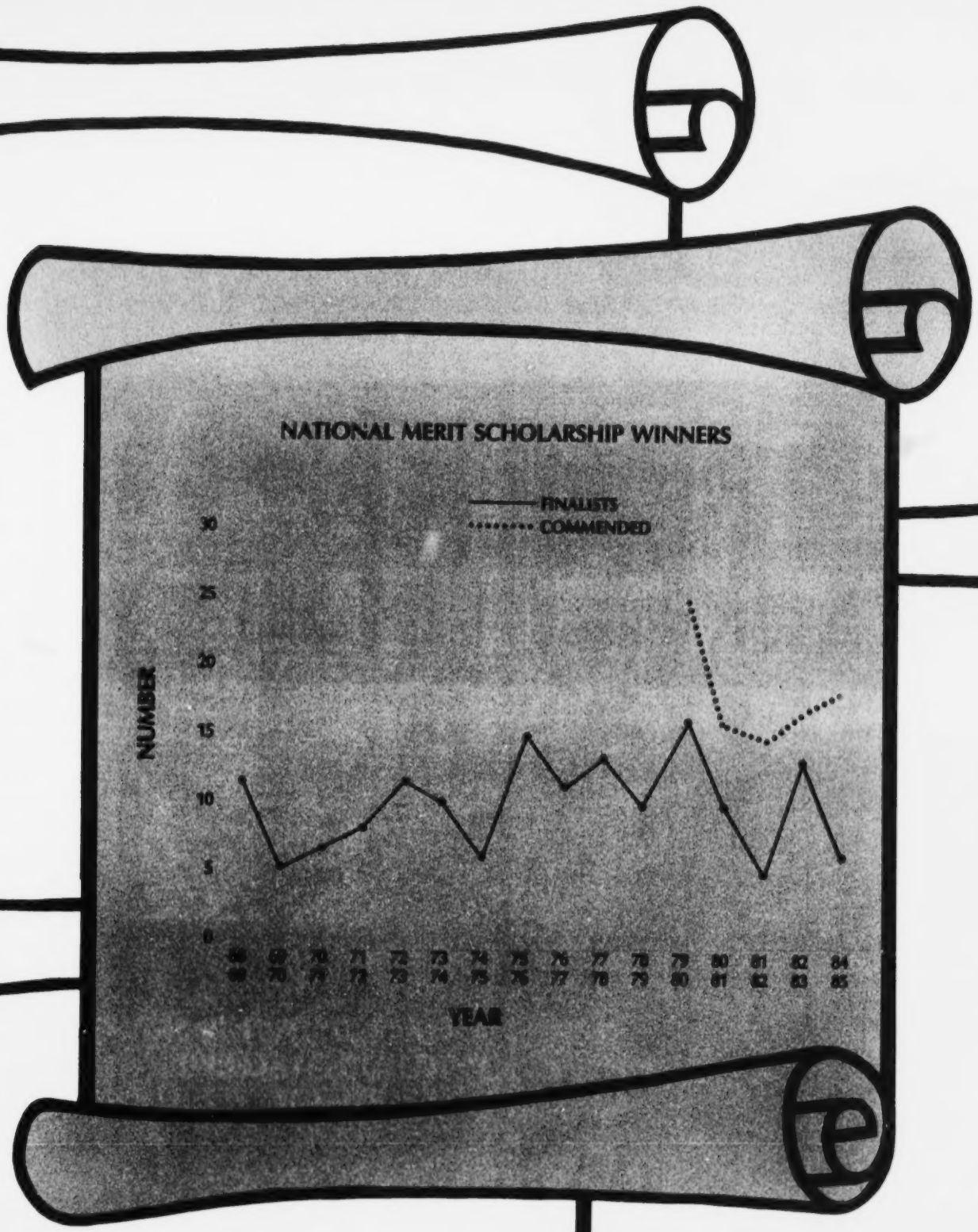
GRADE	Correctness of Expression 1981	1982	1983	Quantitative Thinking 1981	1982	1983	Social Studies 1981	1982	1983	Natural Sciences 1981	1982	1983	Literary Materials 1981	1982	1983
9	71	70	71	70	70	70	84	83	82	79	78	74	80	81	77
10	60	64	68	62	62	65	79	78	80	71	68	70	72	73	75
11	62	66	74	64	69	70	85	80	85	67	69	70	76	76	79
12	52	64	64	63	66	68	69	71	72	62	63	66	68	73	76

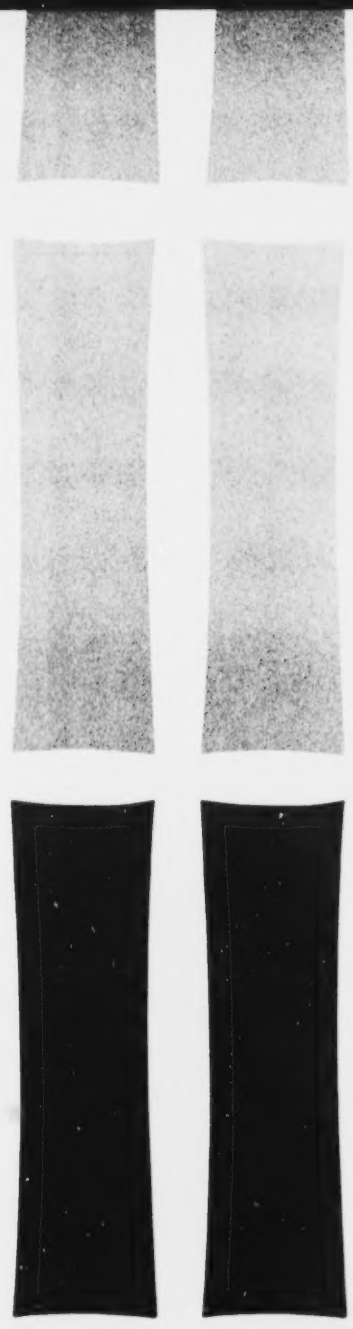
GRADE	General Vocabulary 1981	1982	1983	Sources of Information 1981	1982	1983	Composite 1981	1982	1983
9	71	71	73	74	73	80	73	73	73
10	67	69	71	68	70	77	69	70	73
11	69	70	73	79	77	82	75	76	78
12	64	66	68	67	69	71	72	75	77

American College Test (ACT) Results

	N	District Mean	National Mean	Difference
1976-77	1038	19.3	18.4	+1.1
1977-78	1158	19.8	18.5	+1.3
1978-79	1169	19.2	18.6	+0.6
1979-80	1035	19.5	18.5	+1.0
1980-81	1096	19.0	20.3	−1.3
1981-82	1084	18.7	18.4	+0.3
1982-83	1146	19.4	18.8	+0.6
1983-84	1010	19.5	18.5	+1.0
1984-85	959	19.0	18.6	+0.4




NATIONAL MERIT SCHOLARSHIP WINNERS
FINALISTS
COMMENDED
NUMBER
30
25
20
15
10
5
0
YEAR



STUDENTS

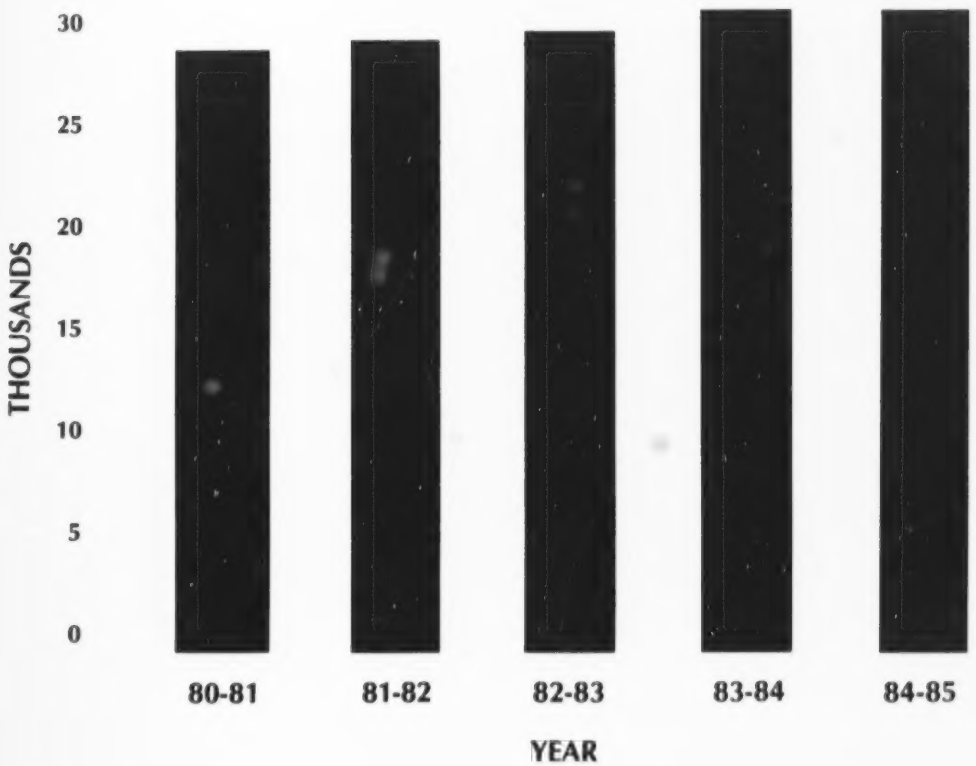
22

Average Daily Membership — Average Daily Attendance

Source: Secretary's Annual Report

YEAR	ADM	ADA
76-77	38837	35975
77-78	35952	33194
78-79	34545	32042
79-80	31767	29593
80-81	32722	30634
81-82	31535	29506
82-83	30791	28998
83-84	30544	28609
84-85	30249	28370

Adult Education Enrollment in Instructional Programs



Graduates of Des Moines Schools

(Source: Secretary's Annual Report)

YEAR	BOYS	GIRLS	TOTAL
1960	972	986	1958
1961	1005	965	1970
1962	938	1047	1985
1963	1011	1012	2023
1964	1128	1159	2287
1965	1326	1337	2663
1966	1331	1307	2638
1967	1352	1309	2661
1968	1327	1412	2739
1969	1397	1408	2805
1970	1411	1358	2769
1971	1377	1330	2707
1972	1284	1400	2684
1973	1237	1317	2554
1974	1237	1229	2466
1975	1179	1313	2492
1976	1075	1126	2201
1977	1204	1147	2351
1978	1206	1145	2351
1979	1145	1104	2249
1980	995	1023	2018
1981	1054	1040	2094
1982	1028	919	1947
1983	999	1107	2106
1984	930	958	1888
1985	926	956	1882

Racial Composition of School Enrollment by Percent

(Source: Pupil Accounting & Records Evaluation Dept.)

YEAR	American Indian or Alaskan Native	Asian or Pacific Islander	Black, not Hispanic	Hispanic (Latino)	White, not Hispanic
73-74	.2	.3	9.1	.9	89.4
74-75	.2	.4	9.2	1.0	88.9
75-76	.4	.5	9.6	1.3	88.1
76-77	.5	1.0	9.7	1.4	87.3
77-78	.5	1.2	9.9	1.5	86.6
78-79	.5	1.7	10.3	1.8	85.7
79-80	.5	2.2	10.6	1.9	84.8
80-81	.5	3.1	10.8	1.9	83.6
81-82	.4	4.0	11.1	1.9	82.7
82-83	.4	4.4	11.2	1.7	82.2
83-84	.4	4.1	11.4	1.8	82.3
84-85	.3	4.1	11.4	1.9	82.3

Elementary

	Kindergarten			Grades										
	Full Day Enrol.	Half Day Enrol.	Tea. FTE	One	Two	Three	Four	Five	Total One-Five	Number Tea.	Pupil Teacher Ratio	Spec Ed Enrol.	Spec Ed Tea.	Total Enrollment
Adams	22	42	2.0	76	53	38	44	50	261	12	22.0	8	1	333
Brooks		64	1.5	63	49	56	51	49	268	13	21.0			332
Cattell		55	1.0	54	60	51	55	48	268	12	22.2	12	1	335
Douglas		126	2.0	107	106	90	91	93	487	21	23.9			613
Edmunds	25	50	2.0	66	55	49	51	49	270	20	14.5			345
Findley		55	1.0	40	35	45	33	28	181	9	20.4	16	2	252
Garton		78	1.5	67	68	56	49	53	293	14	21.4	12	1	383
Granger		48	1.0	70	74	60	53	57	314	14	22.1	25	3	387
Greenwood		69	1.5	59	66	63	63	54	305	14	22.0			374
Hanawalt	25	36	2.0	45	53	44	44	41	227	12	19.6			288
Hillis	47	48	3.0	66	64	68	64	45	307	14	21.7	23	3	425
Howe		55	1.0	51	42	54	47	58	252	12	22.4			307
Hubbell	24	42	2.0	79	72	69	60	63	343	15	22.3	19	1	428
Jackson		93	2.0	75	77	83	60	61	356	17	21.6			449
Jefferson	25	45	2.0	62	63	52	47	32	256	13	20.5			326
King/Perkins	21	97	3.0	101	100	80	80	88	459	25	18.6			567
Longfellow		69	1.5	60	42	26	39	32	199	10	19.5	18	2	286
Lovejoy		60	1.5	51	45	59	54	44	253	12	21.8			313
Lucas		47	1.0	53	44	37	39	29	202	10	21.5	36	6	285
Madison	26	27	1.5	44	59	35	47	44	229	11	22.0	50	6	332
Mann		42	1.0	41	35	30	35	41	182	8	22.1	25	3	249
McKee		41	1.0	40	46	41	35	28	190	9	21.0	14	2	245
McKinley		56	1.0	46	47	33	31	29	186	9	20.8			242
Mitchell		52	1.0	53	44	41	47	44	229	11	21.8	13	1	294
Monroe/Rice	22	104	3.0	142	110	93	77	81	503	25	20.1	46	5	675
Moore	48	39	3.0	76	74	70	53	40	313	15	21.0	13	2	413
Moulton	25	60	2.5	54	62	51	57	57	281	16	18.6	35	4	401
Oak Park		58	1.5	62	52	44	42	44	244	12	20.8			302
Park Avenue		112	2.0	99	81	82	68	71	401	18	22.9	40	3	553
Phillips		51	1.5	47	49	34	42	36	208	10	19.8			259
Pleasant Hill		53	1.0	50	47	58	56	44	255	12	22.0			308
Stowe		93	2.0	57	65	51	60	62	295	13	23.1			388
Studebaker		98	2.0	54	57	40	64	54	269	12	23.0			367
Wallace		60	1.0	55	50	51	49	43	248	12	21.7	17	2	325
Watrous		59	1.0	69	56	47	44	60	276	13	21.5			335
Willard		63	1.5	60	51	58	55	46	270	13	20.9	40	4	373
Windsor	26	35	2.0	87	72	55	68	61	343	14	23.7	20	3	424
Woodlawn		65	1.5	65	52	50	60	68	295	14	20.9	6	1	366
Wright		54	1.0	64	56	44	58	48	270	13	21.5			324
Totals	336	2,401	64	2,510	2,333	2,088	2,072	1,975	10,978	526.9	21.2	488	56	14,203

Note: Special education and federally funded teachers are not included in the "Number Tea." or "Pupil Teacher Ratio."

Secondary Schools

Transitional

	Grades							Total Regular	Number Classroom Tea.	Pupil Teacher Ratio	Spec. Ed. Enr.	Spec. Ed. Tea.	Total Enrollment
	Six	Seven	Eight	Nine	Ten	Eleven	Twelve						
Brody	185	175	182					542	25.5	21.3	57	4	599
Callanan	160	186	186					532	24.0	22.2	34	4	566
Goodrell	229	212	232					673	30.1	22.4	32	2	705
Harding	227	238	258					723	28.5	25.4	33	5	756
Hiatt	179	162	199					540	27.0	20.0	40	2	580
Hoyt	189	167	184					540	24.5	22.0	0	2	540
McCombs	143	160	196					499	21.5	23.2	0	0	499
Meredith	198	260	233					691	33.5	20.6	26	2	717
Merrill	146	141	179					466	24.5	19.0	38	3	504
Phillips	24	21	19					64	3.0	21.3			64
Watrous	28	26	31					85	3.0	28.3			85
Weeks	226	242	234					702	32.5	21.6	19	2	721
Metro Transitional		17	15					32	6.0	5.3	2	3	34
Total Transitional	1,934	2,007	2,148	0	0	0	0	6,089	283.6	21.5	281	29	6,370

Senior High

East				754	650	523	367	2,294	91.1	25.2	100	8	2,394
Hoover				310	358	320	293	1,281	56.0	22.9	23	2	1,304
Lincoln				672	671	578	475	2,396	95.0	25.2	60	3	2,456
North				311	230	252	124	917	38.5	23.8	110	8	1,027
Roosevelt				401	409	384	302	1,496	59.5	25.1	68	6	1,564
Tech						0	226	226	56.1	4.0	7	3	233
D.M. Alt. N & S				154	146	91	64	455	21.5	21.2	25	1	480
Metro Transitional				7	0			7	1.0	7.0			7
Total Senior High				2,609	2,464	2,148	1,851	9,072	418.7	21.7	393	31	9,465
Total Secondary	1,934	2,007	2,148	2,609	2,464	2,148	1,851	15,161	702.3	21.6	674	60	15,835

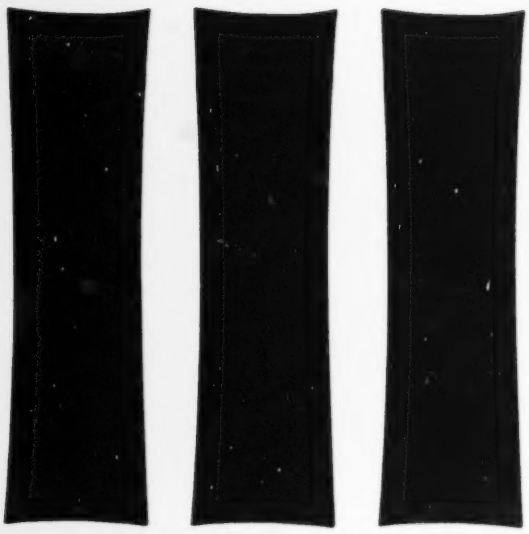
Note: Special education and federally funded teachers, librarians and counselors are not included in this total.

Special Schools and Programs

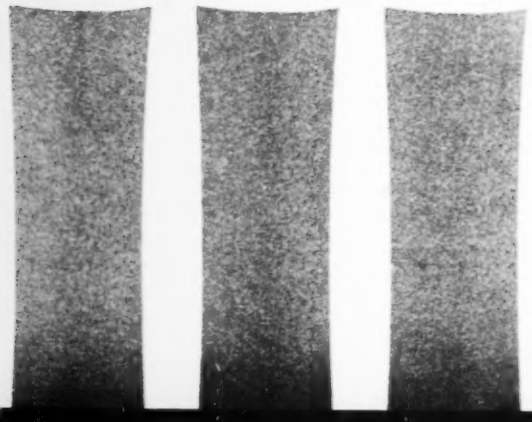
	Enrollment
Child Guidance Center Day School	16
Orchard Place	65
Pace	26
Smouse	79
Van Meter	181
Hospital, Home-bound and Our Primary Purpose	111
Evening High School	12
Des Moines Area Community College	1
Other school districts (tuition out)	72
In-Home Instruction	51
Shared Time	17
Total Special Schools	631

SUMMARY

Elementary	14,203
Transitional	6,370
Senior High	9,465
Special Schools	631
Total Enrollment	30,669



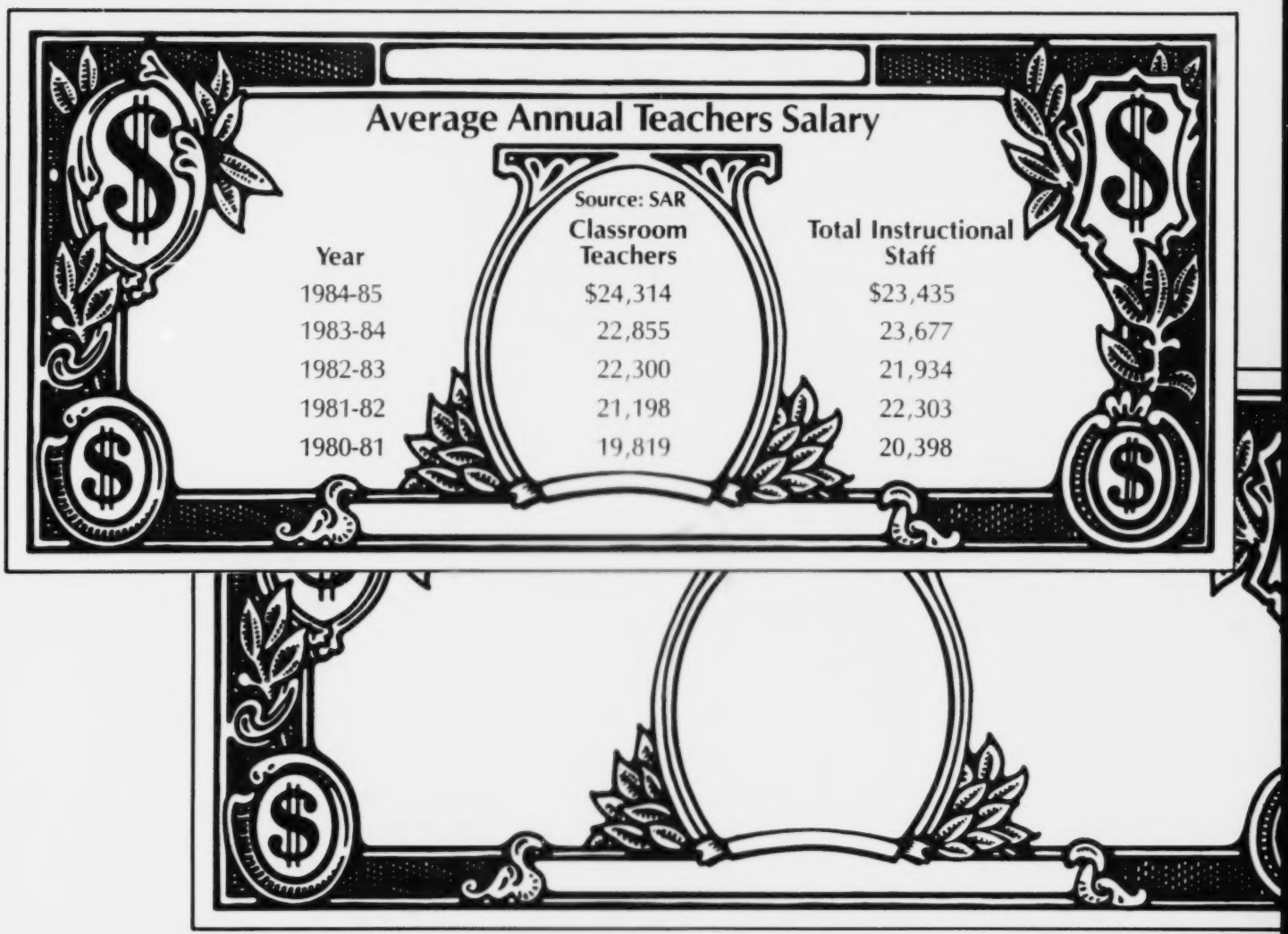
STAFF



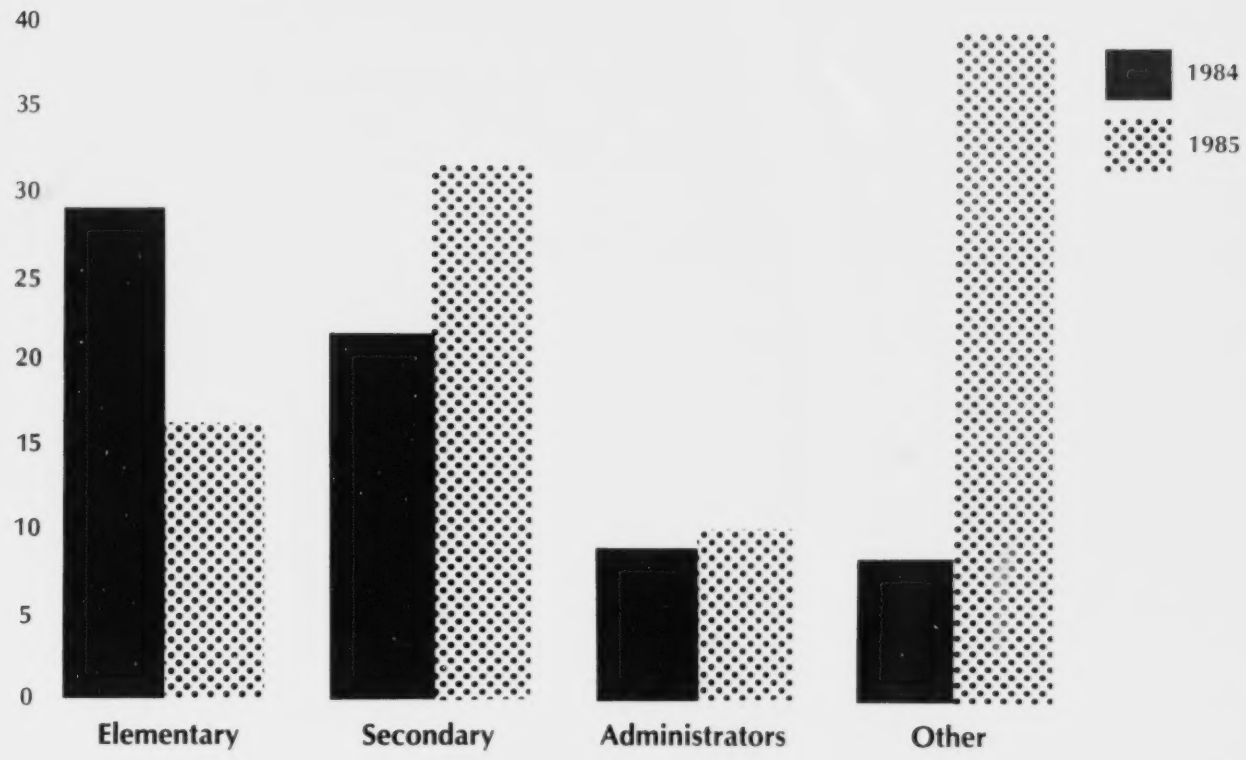
NUMBER OF EMPLOYEES BY CATEGORY
(Full-time equivalents)

CATEGORY	1980 1981	1981 1982	1982 1983	1983 1984	1984 1985	1984 1985
Teachers	2,048.0	2,021.0	1,940.0	1,977.0	1,951.0	1,950.1
Nurses and Hygienists	40.0	43.0	41.1	35.0	35.0	35.0
Administrators	170.0	179.0	176.0	174.0	172.5	181.0
Cabinet	12.0	12.0	12.0	12.0	12.0	12.0
Secretaries	214.0	193.0	188.0	187.0	189.0	193.0
Associates	274.0	250.0	248.0	262.0	270.0	304.5
Food Services	419.0*	309.0*	314.0*	130.24	130.24	129.24
Plant, Transportation and Warehousing	550.0	497.0	496.5	495.0	483.0	481.0
TOTAL STAFF	**3,725.0**	**3,504.5**	**3,416.8**	**3,273.44**	**3,242.74**	**3,285.84**

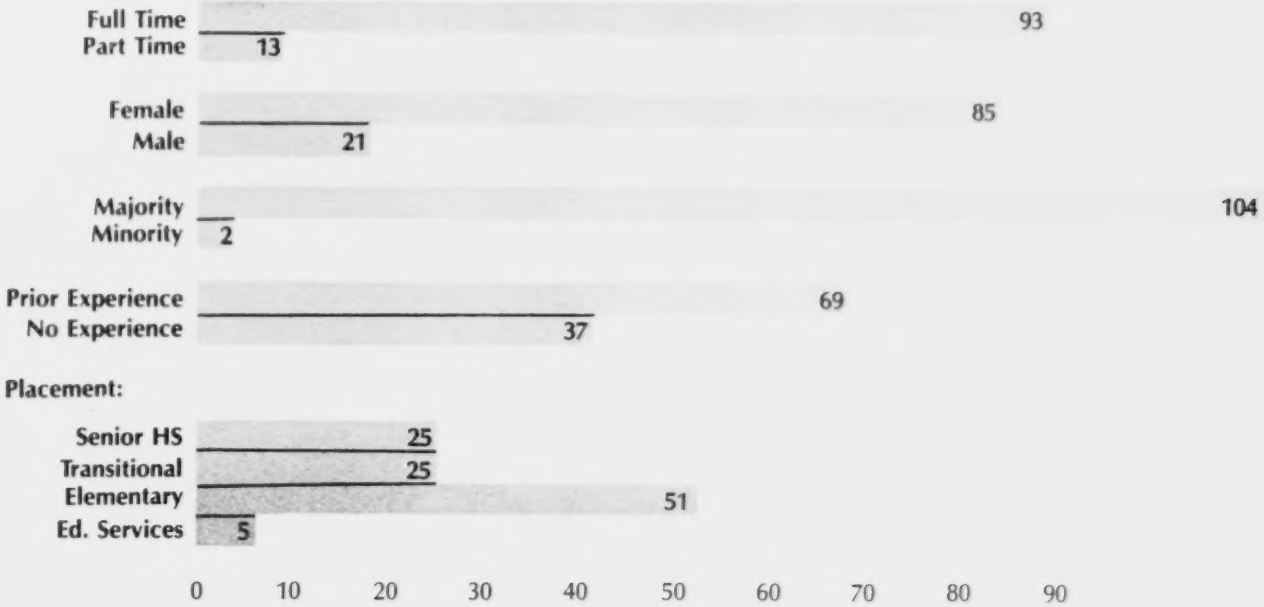
*Includes part time employees



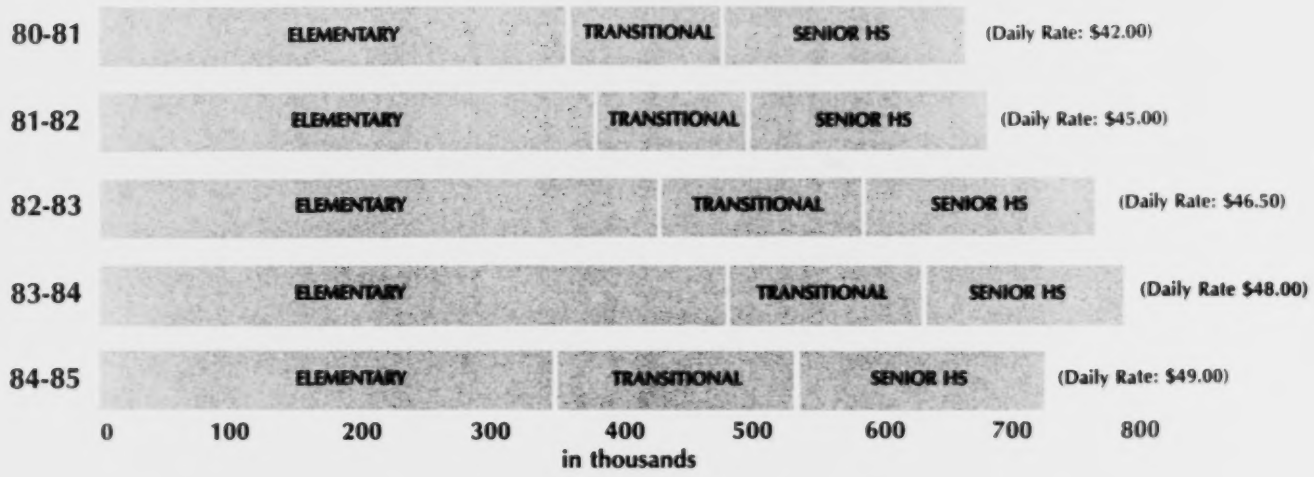
Staff Retirements



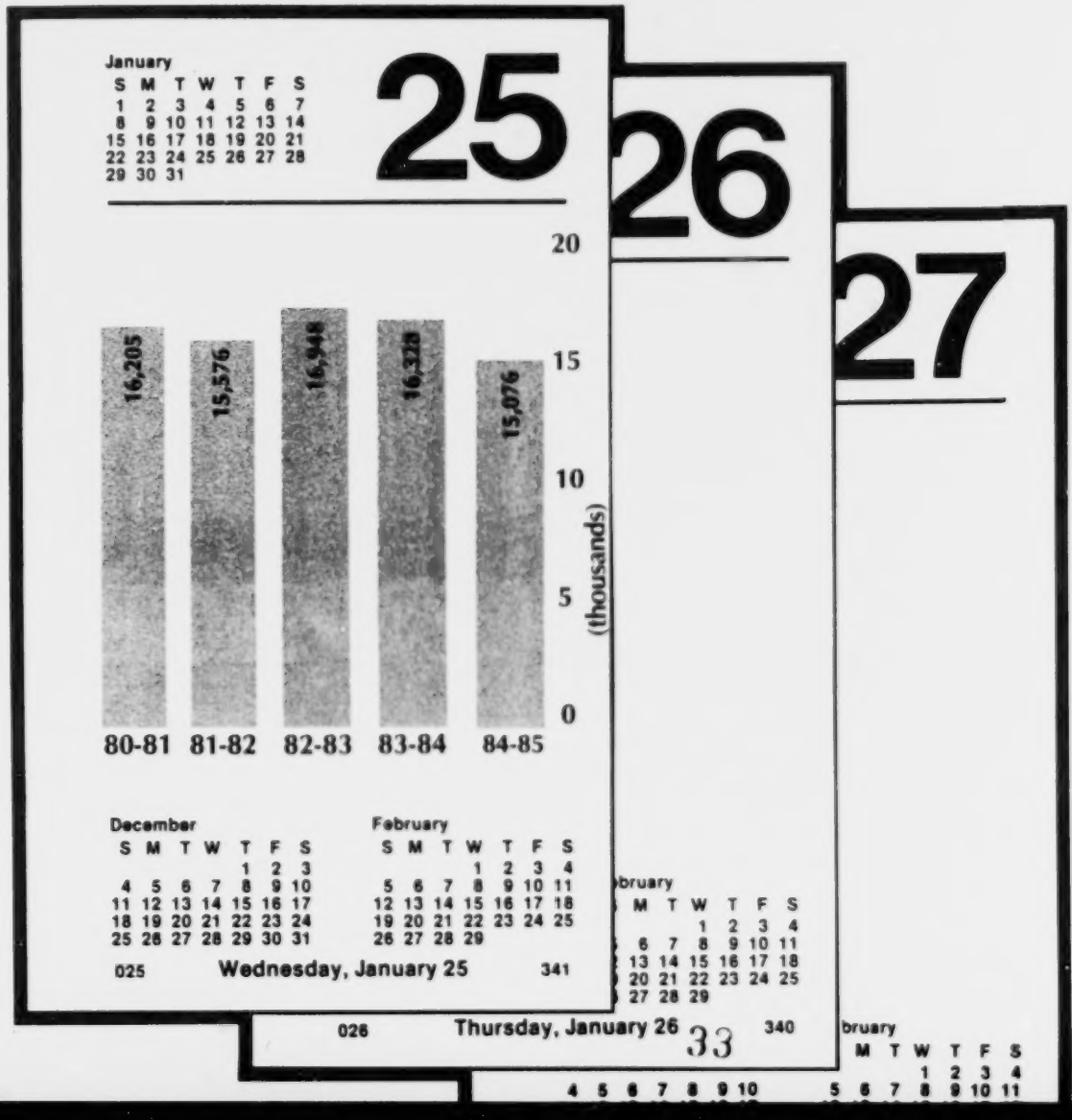
New Contract Teachers
N = 106



Substitute Teachers Employed
Dollars Expended

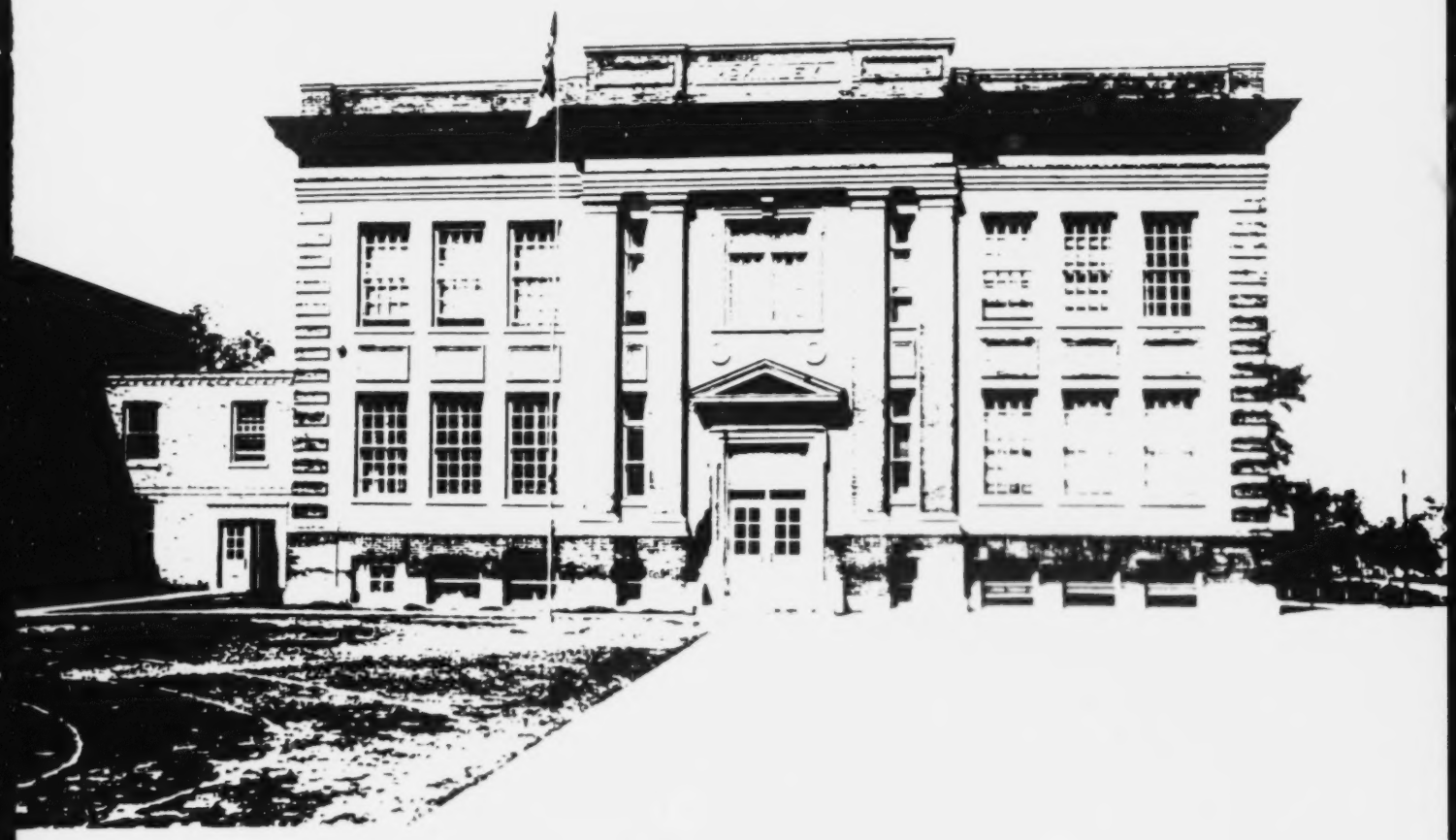


Number of Days Employed



IV

PHYSICAL PLANT



PHYSICAL PLANT DATA — BUILDING CAPACITIES

Building capacities are computed by formulas devised to produce capacity figures which are comparable from one school building to another. Building alterations, differences in pupil needs and changes in educational programs dictate that capacity figures be modified from time to time.

In elementary buildings, the formula used for building capacities is the number of teaching stations times 25. Included in total "teaching stations" are the number of classrooms plus gymnasium, cafeteria and auditorium or multi-purpose rooms. Libraries or rooms that contain libraries are not counted as teaching stations.

Transitional school building capacities are calculated by multiplying the number of teaching stations times 28. Teaching stations in a transitional school are considered to be classrooms, one gymnasium, library, auditorium and cafeteria. All transitional school buildings have two.

gymnasiums, or a large divided gymnasium, only one of which is included in the teaching station count.

The formula for figuring building capacities at the senior high school level is number of teaching stations times 30 times 85%. Teaching stations include classrooms, number of physical education facilities, libraries and study areas. The latter may include auditorium, study halls and cafeterias.

Physical Plant Data — Elementary

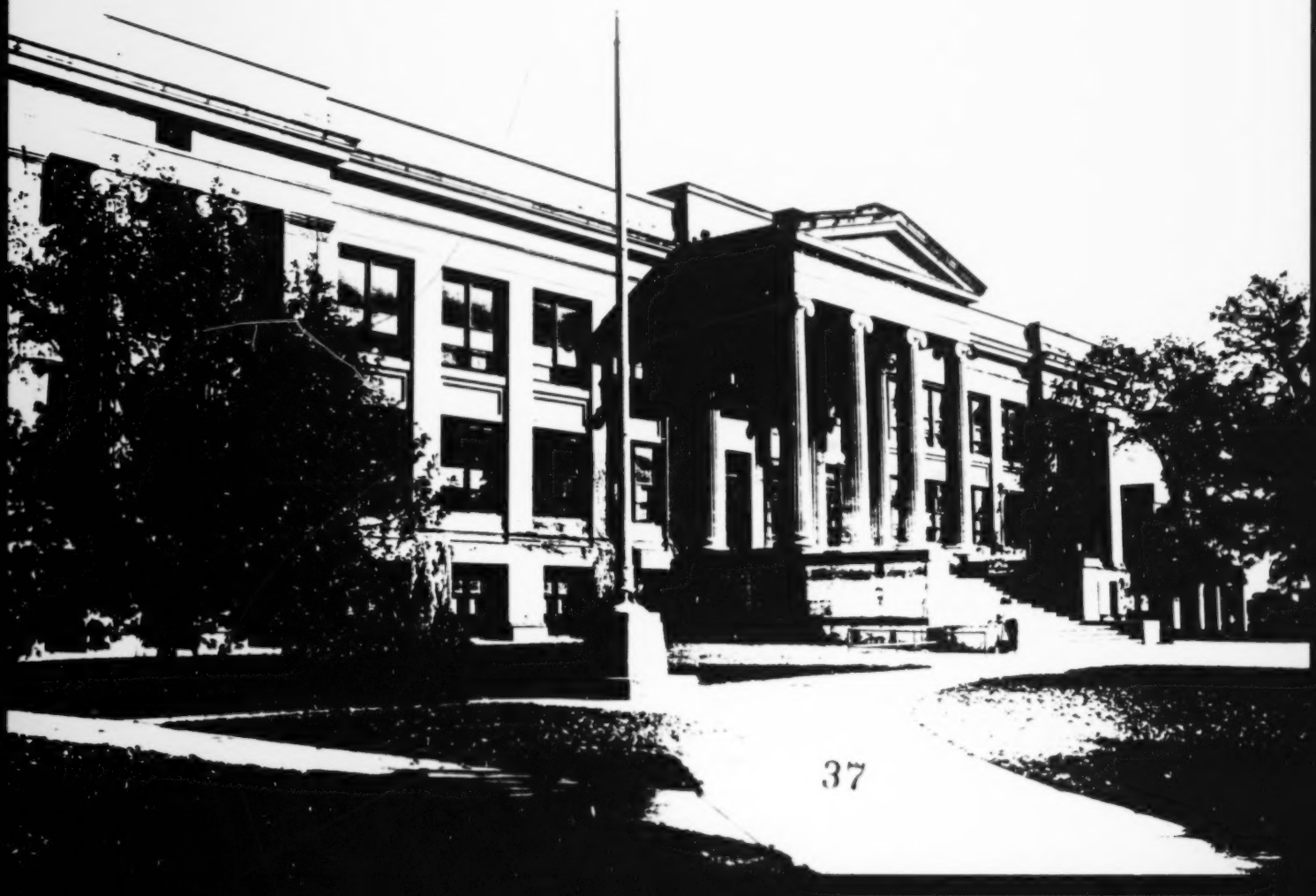
School	Date of Construction	Additions	Floor Size (sq. ft.)	Site Size Acres	Industrial Appraisal Co. Valuation June 30, 1977	Class-rooms	Gym-nasium	Cafeteria	Auditorium or Multi-purpose	Library	Estimated Capacity
Adams	1924	1951, '60, '71	49,995	4.1	$2,001,811	21	X	Gym	X	X	550
Brooks	1909	1914, '25, '75	41,000	3.6	1,566,363	21	X	Gym	X	X	550
Cattell	1890	1910, '15, '25	34,800	2.1	1,274,523	20	X	Gym	No	X	525
Douglas	1910	1920, '65	42,601	5.7	1,539,703	22	X	Gym	No	X	575
Edmunds	1974	—	45,930	7.5	2,141,030	20	X	Gym	X	X	525
Findley	1966	1972	37,654	2.1	1,464,842	18	X	Gym	No	X	475
Garton	1958	1965	43,290	9.9	1,774,888	24	X	Gym	No	X	625
Granger	1954	1957	39,194	10.0	1,493,739	21	X	Gym	No	X	550
Greenwood	1901	1924, '61, '72	45,662	3.4	1,404,952	19	X	Gym	X	X	500
Hanawalt	1913	1919, '72	20,492	4.2	1,228,431	16	X	Gym	No	X	425
Hillis	1953	1961	44,825	7.5	1,699,565	21	X	Gym	X	X	575
Howe	1919	1925, '51, '57	45,988	4.3	1,266,798	22	X	Gym	No	X	575
Hubbell	1910	1917, '25, '71	37,896	22.3	1,178,659	19	X	Gym	X	X	525
Jackson	1961	1972	35,872	11.5	1,577,323	19	X	Gym	No	X	500
Jefferson	1972	—	43,733	12.4	1,571,799	25	X	Gym	X	X	650
King	1974	—	47,236	8.0	1,956,874	15	X	X	No	X	400
Longfellow	1961	—	31,420	5.2	1,070,369	17	X	Gym	No	X	450
Lovejoy	1972	—	31,806	10.1	1,135,158	13	X	Gym	X	X	350
Lucas	1916	1953, '62	37,311	5.2	1,555,890	19	X	Gym	No	X	500
Madison	1953	1957	42,049	6.0	1,726,592	22	X	Gym	No	X	575
Mann	1961	—	32,940	5.4	1,131,435	15	X	Gym	No	X	400
McKee	1949	1960	43,400	5.0	2,663,026	17	X	Gym	X	X	450
McKinley	1904	1927	26,000	1.6	829,388	10	X	Gym	X	X	275
Mitchell	1958	—	31,682	8.2	1,350,977	14	X	Gym	No	X	375
Monroe	1924	1950, '59	47,580	7.1	1,939,800	19	X	Gym	X	X	500
Moore	1950	1954, '59	43,330	7.1	1,922,569	23	X	Gym	No	X	600
Moulton	1895	1914, '15, '30, '62*	99,940	3.0	$3,315,840	24	X	Library	X	X	625
Oak Park	1891	1900, '25, '54, '76	43,455	3.0	1,230,360	12	X	Gym	No	X	325
Park Avenue	1909	1914, '50, '72	59,565	5.1	2,548,948	27	X	X	X	X	750
Perkins	1918	1925, '51, '75	47,000	10.1	1,928,372	19	X	Gym	X	X	500
Phillips	1914	1916, '25, '51	34,800	7.0	1,446,769	20	X	X	No	X	525
Pleasant Hill	1972	—	36,161	9.7	1,188,310	13	X	Gym	No	X	350
Rice	1910	1916, '25, '58	51,180	4.7	2,065,392	20	X	Gym	X	X	525
Smouse	1931	1954, '63	53,809	18.5	2,148,038	21	Pool	X	X	X	—
Stowe	1915	1924, '43, '53, '60	36,000	5.8	1,518,777	21	X	Gym	No	X	550
Studebaker	1965	1972	42,272	11.0	1,553,213	20	X	X	No	X	525
Wallace	1890	1910, '23, '54	32,700	2.8	1,387,410	18	X	Gym	X	X	475
Watrous	1954	1957	41,800	5.9	1,650,759	23	X	Gym	No	X	600
Willard	1917	1925	47,700	4.6	1,760,633	24	X	X	X	X	625
Windsor	1918	1929, '49, '54	55,510	4.2	2,183,503	22	X	X	X	X	575
Woodlawn	1953	1958, '65	40,550	4.7	1,586,537	23	X	Gym	No	X	600
Wright	1961	—	30,300	7.6	1,286,253	16	X	Gym	No	X	425

*Building which previously had housed North High School was remodeled to become an elementary school (Moulton).

Physical Plant Data — Secondary

School	Date of Construction	Additions	Floor Size (sq. ft.)	Site Size Acres	Industrial Appraisal Co. Valuation June 30, 1977	Classrooms	Shops	Homemaking	Estimated Capacity	Auditorium	Cafeteria	Library	Gymnasium	Pool
TRANSITIONAL SCHOOLS														
Brody	1966	—	90,500	30.0	$4,215,438	29	1	2	850	X	X	X	2	—
Callanan	1927	1954	92,120	18.5 (1)	3,824,227	19	2	2	625	X	X	X	2	—
Goodrell	1955	1961	102,230	18.0	4,496,382	28	2	2	850	X	X	X	2	—
Harding (Saylor 1918)	1926	1961	115,964	6.6	5,238,214	35	3	2	1050	X	X	X	2	—
Hiatt	1925	—	82,800	9.8	3,494,016	25	2	2	775	X	X	X	2	—
Hoyt	1966	1972, '75	90,285	17.5	4,210,605	28	2	2	850	X	X	X	2	—
McCombs	1973	—	78,978	77.5	3,667,615	19	2	2	625	X	X	X	2	—
Meredith	1962	1972	97,984	50.0 (2)	4,086,582	25	2	1	750	No	X	X	2	—
Merrill	1961	—	89,500	9.5	4,115,938	27	2	1	800	X	X	X	2	—
Van Meter	1973	—	56,460	18.5	1,941,531	—	0	1	—	No	No	No	1	1
Weeks	1954	1966, '75	99,564	17.4	4,313,532	27	2	2	825	X	X	X	2	—
SENIOR HIGH SCHOOLS														
East	1912	1955, '67, '72	355,293	—	11,710,982	80	2	2	2175	X	X	X	2	1
Hoover	1967	1972, '75	170,000	50.0	8,672,899	50	2	1	1400	X	X	X	2	1
Lincoln	1923	1958, '61 '66, '72, '75	269,905	23.5	11,998,037	71	3	3	2000	X	X	X	2	1
North	1957	1971	216,800	38.4	9,409,478	41	2	2	1200	X	X	X	2	1
Roosevelt	1923	1962, '72, '75	278,950	22.3 (3)	10,784,785	58	3	3	1675	X	X	X	2	1

(1) Same as Smouse and Van Meter (2) Same as Hoover (3) Same as Hubbell



Physical Plant Data — Other Facilities

	Owned by District	Site Size (Acres)	Industrial Appraisal 1983	Explanation
Army Post Buildings				
No. 537-538	Yes		$ 83,236	Storage
Aviation Lab #1	Yes		910,033	Tech High Facility at Airport
Bus Garage - old	Yes	0.9	577,868	Vacant
Casady	Yes	4.2	1,734,226	Alternative High School, North
Child Guidance	No			Mental Health Center
Cowles	Yes	9.3	2,133,078	Vacant
Drivo-Trainers (3)	Yes		225,755	
Grounds Maintenance Bldgs.	Yes	6.2	527,022	Grounds Maintenance
Hutchens Field	Yes		457,843	Athletic field at Lincoln High
Kurtz	Yes	15.2	5,345,002	Alternative High School, South
M.I.C.C. — 2124 Grand	Yes		312,151	Mid-Iowa Computer Center
Irving	Yes	5.9	5,098,084	Vacant
Orchard Place	No			Emotionally disturbed treatment center
Samuelson	Yes	8.5	2,123,972	Vacant
Williams Field	Yes		489,796	Athletic field at East High
Wilson	Yes	12.0	3,474,802	Metro Transitional School and Community Education
Voc-Ag Building	Yes		3,775	Tech High Facility at McCombs

Total Size of District — 83.6 square miles.

FINANCIAL DATA

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Operating Fund
Revenue Summary Budget
1985-86

State Foundation Aid:			
Regular Education			
Allowable enrollment:			
One-fourth of 35,590 September 1978 enrollment	8,897.5		
Three-fourths of 31,907 September 1983 enrollment	23,322.8		
Total allowable enrollment — number of students		32,220.3	
Maximum cost per student			
Certified 1983-1984 cost per student	2,291		
1985-1986 Catch-up provision	8		
State allowable growth:			
State average cost of $2,288 per student × 5.325%	122		
Certified 1984-1985 cost per student		$ 2,241	
Total state foundation aid-regular education-by formula		78,005,346	
Special Education — Extra Weighting:			
Allowable enrollment-additional weighting number of students	3,386.8		
Certified cost per student	2,241		
Total state foundation aid-extra weighting		8,199,443	
Total state foundation aid formula			$82,204,798
Local Property Taxes — Other:			
Drop Out Prevention Program	808,174		
Gifted and Talented Program	565,092		
Educational Improvement Program	555,774		
Semi Annual Apportionment of Fines	482,023		
Total local propeirty taxes — other		2,441,063	
Miscellaneous Income:			
Special projects — outside funding		4,995,663	
Area Education Agency 11 — support services		3,970,002	
Other income:			
Tuition:			
Special education	1,700,000		
Regular education	40,000		
Summer School	150,000		
Total Tuition		1,890,000	
Mobile home tax		100,000	
Refund — Social Security Tax on Sick Leave		150,000	
Interest on Investments		600,000	
Subject area — State		130,625	
Vocational Aid — State		560,000	
Refugee Aid — State		84,000	
Non-public School Aid:			
Transportation	330,000		
Textbooks	35,000		
Total non-public school aid		365,000	
Textbook Fees		175,000	
Indirect cost on special projects		55,000	
Rent on Buildings and Grounds		50,000	
Miscellaneous		58,849	
Total Miscellaneous income			15,595,202
Fund Balance			300,000
Total Revenue Budget			$102,100,000

Taxes Levied

Year of Collection	General Fund	Playground	Sites	Schoolhouse Tax	Debt Service	Total
1973	25,651,023	101,314	420,391	1,050,979	3,316,047	**30,539,754**
1974	26,912,864	107,322	490,054	1,225,135	3,206,913	**31,942,288**
1975	23,894,971	265,000	530,000	1,325,000	2,180,525	**29,195,496**
Fiscal Year						
1976	24,105,635	253,241	506,482	1,266,206	3,473,456	**29,605,020**
1977	27,370,180	300,000		1,500,000	3,217,141	**33,604,246**
1978	29,763,899	307,807		769,587	3,150,237	**33,991,530**
1979	30,398,825	315,904	315,904	—	2,964,839	**33,995,472**
1980	31,784,586	333,411	340,640	—	2,033,139	**34,491,776**
1981	34,044,793	367,674	682,103	—	1,533,145	**36,627,715**
1982	36,820,257	388,285	776,571	—	1,729,521	**39,714,634**
1983	38,194,047	415,452	830,903	—	1,748,064	**41,188,466**
1984	38,544,572	435,208	870,417	—	1,769,188	**41,619,385**
1985	38,763,817	450,380	900,759	812,618	1,524,422	**42,451,996**

Millage Levies

Year of Collection	General Fund	A.E.A.	Playground	Sites	Schoolhouse Tax	Debt Service	Total School District Fund Rate
1973	61.017		0.241	1.000	2.500	7.888	**72.646**
1974	54.915		0.219	1.000	2.500	6.577	**65.211**
1975	46.398		0.500	1.000	2.500	6.176	**56.574**
Fiscal Year							
1976	47.679		0.500	1.000	2.500	6.858	**58.537**
1977	$12.325	$.550	$ .135	$	$ .582	$1,454	**$15.047**
1978	12.469	.585	.135		.338	1.382	**14.908**
1979	12.387	.604	.135	.135	—	1.267	**14.528**
1980	12.082	.688	.135	.135	—	.806	**13.846**
1981	12.9868	.5135	.135	.2505	—	.5629	**13.4487**
1982	12.1255	.6763	.135	.2700	—	.5868	**13.7936**
1983	11.7793	.6318	.135	.2700	—	.5508	**13.3669**
1984	11.3617	.5947	.135	.2700	—	.5307	**12.8921**

Note: Taxes levied by the Des Moines district which will be transferred to AEA #11:
FY 1976, $1,167,481; FY 1977, $1,393,028; FY 1978, $1,423,710; FY 1979, $1,413,260; FY 1980, $1,735,376; FY 1981, $1,398,505; FY 1982, $1,856,892; FY 1983, $1,944,218; FY 1984, $1,917,059; FY 1985, $2,292,508

Starting FY 1977 property tax levies are computed on a base of dollars per 100% of taxable valuation instead of mills.

Annual Tuition Cost of Education Per Student

	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85
Kindergarten	$ 803.40	$ 939.50	$ 985.50	$1,053.50	$1,117.50	$1,145.50
Elementary	1,609.00	1,879.00	1,971.00	2,107.00	2,235.00	2,291.00
Transitional	1,609.00	1,879.00	1,971.00	2,107.00	2,235.00	2,291.00
Senior High	1,609.00	1,879.00	1,971.00	2,107.00	2,235.00	2,291.00

Taxable Valuations — Debt Limitation

Year of Collection	Real and Personal Property*	Limit of Bonded Indebtedness #
1973	$ 420,391,413	$ 77,850,261
1974	490,082,199	90,755,963
1975	490,082,199	90,755,963
Fiscal Year		
1976	506,482,334	93,793,025
1977	2,211,867,648	110,593,382
1978	2,280,054,467	114,002,723
1979	2,340,028,348	117,001,417
1980	2,523,262,373	126,181,187
1981	2,723,509,386	136,175,469
1982	2,876,187,230	143,809,361
1983	3,077,419,176	153,870,959
1984	3,223,766,036	161,188,302
1985	3,336,146,167	166,807,308

*Taxable valuation is 27% of assessed valuation through 1976. 100% thereafter.
#5% of total actual valuation. (Code 296.1)

Bond Information

Year	Total Bonds Outstanding	Bonds Voted Date	Bonds Voted Amount	Date of Issue	Bonds sold Amount	Interest Rate
1972	23,249,000			April 1	5,000,000	3¼ - 3.80%
1973	26,428,000					
1974	24,203,000					
1975	21,920,000					
1976	19,570,000					
1977	17,080,000					
1978	14,575,000					
1979	12,170,000					
1980	10,625,000					
1981	9,050,000					
1982	7,620,000					
1983	6,140,000					
1984	4,600,000					
1985	3,235,000					

Capital Projects Note Information

1984	6,000,000	Feb. 15	6,000,000	5.75-7.00%
1985	5,800,000			

Operating Fund

Statement of Operations
Year Ended June 30, 1985

	Annual Budget 1984-1985	Actual	Actual Over (Under) Budget	Percent Actual to Budget
REVENUE:				
State				
Property taxes	$37,210,354	$36,060,732	$(1,149,622)	96.9%
State Aid	45,723,451	46,275,377	551,926	101.2%
Total State Foundation Aid	82,933,805	82,336,109	(597,696)	99.3%
Local property taxes — other	1,363,469	1,363,469		100.0%
Special projects — outside funding	5,837,818	4,945,392	892,426	84.7%
AEA — support services	3,834,838	3,857,143	(22,305)	100.6%
Miscellaneous income	5,030,070	5,493,870	(463,800)	109.2%
Total Revenue	$99,000,000	$97,995,983	$(1,004,017)	99.0%
EXPENDITURES:				
Instruction:				
General education	$38,798,877	$39,506,853	$ 707,926	101.8%
Career education	5,708,252	5,735,674	27,422	100.5%
Special education	11,615,514	11,795,818	180,304	101.6%
Gifted and talented	432,551	457,430	24,879	105.8%
Curricular activities	394,875	493,213	98,338	124.9%
Continuing Adult education	752,784	932,938	180,154	123.9%
Summer education	152,613	122,328	(30,285)	80.2%
Special projects	5,684,608	4,854,535	(830,073)	85.4%
Total Instruction	$63,540,074	$63,898,789	$ 358,715	100.6%
Support Services:				
Student services	9,010,966	8,229,549	(781,417)	91.3%
Instructional support services	3,960,494	3,745,036	(215,458)	94.6%
General Administration	8,091,375	8,071,188	(20,187)	99.8%
Central support service	14,397,091	13,774,450	(622,641)	95.7%
Total Support Services	$35,459,926	$33,820,223	$(1,639,703)	95.4%
Total Expenditures	$99,000,000	$97,719,012	$(1,280,988)	98.7%
Revenue under expenditures		$ 338,170		
Fund Balance — June 30, 1984		5,873,407		
Fund Balance — June 30, 1985		6,150,378		
Object Classification				
Salaries	$67,887,026	$68,791,254	$(1,095,772)	98.4%
Employee benefits	17,391,065	17,588,207	197,142	101.1%
Total personnel cost	$87,278,091	$86,379,461	$ 898,630	99.0%
Purchased services	7,371,188	6,814,763	(556,425)	92.5%
Supplies and materials	3,524,046	3,673,235	149,189	104.2%
Capital outlay	616,162	684,240	68,078	111.0%
Miscellaneous	210,513	167,313	43,200	79.5%
Total disbursements	$99,000,000	$97,719,012	$(1,280,988)	98.7%

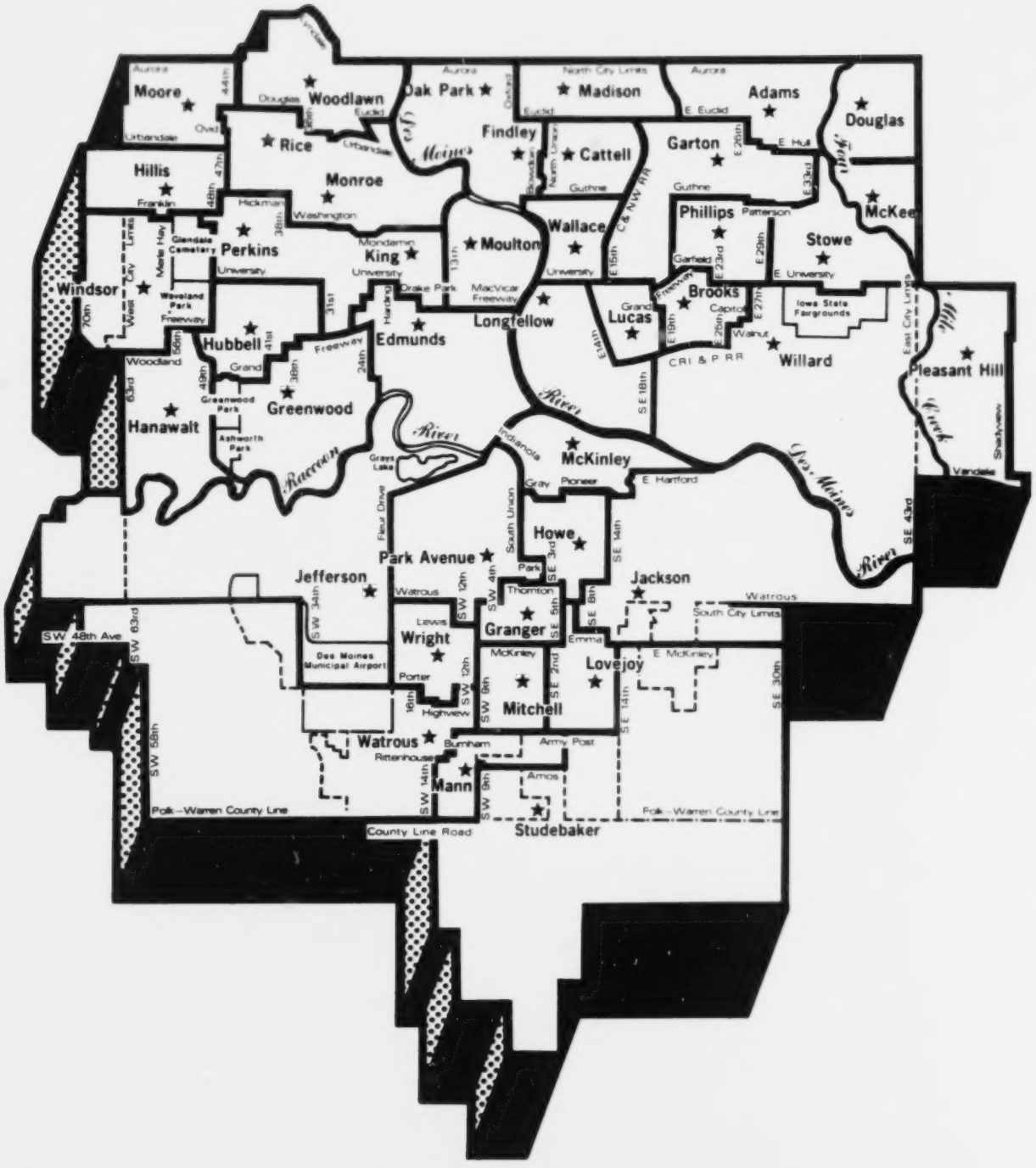
VI

VI

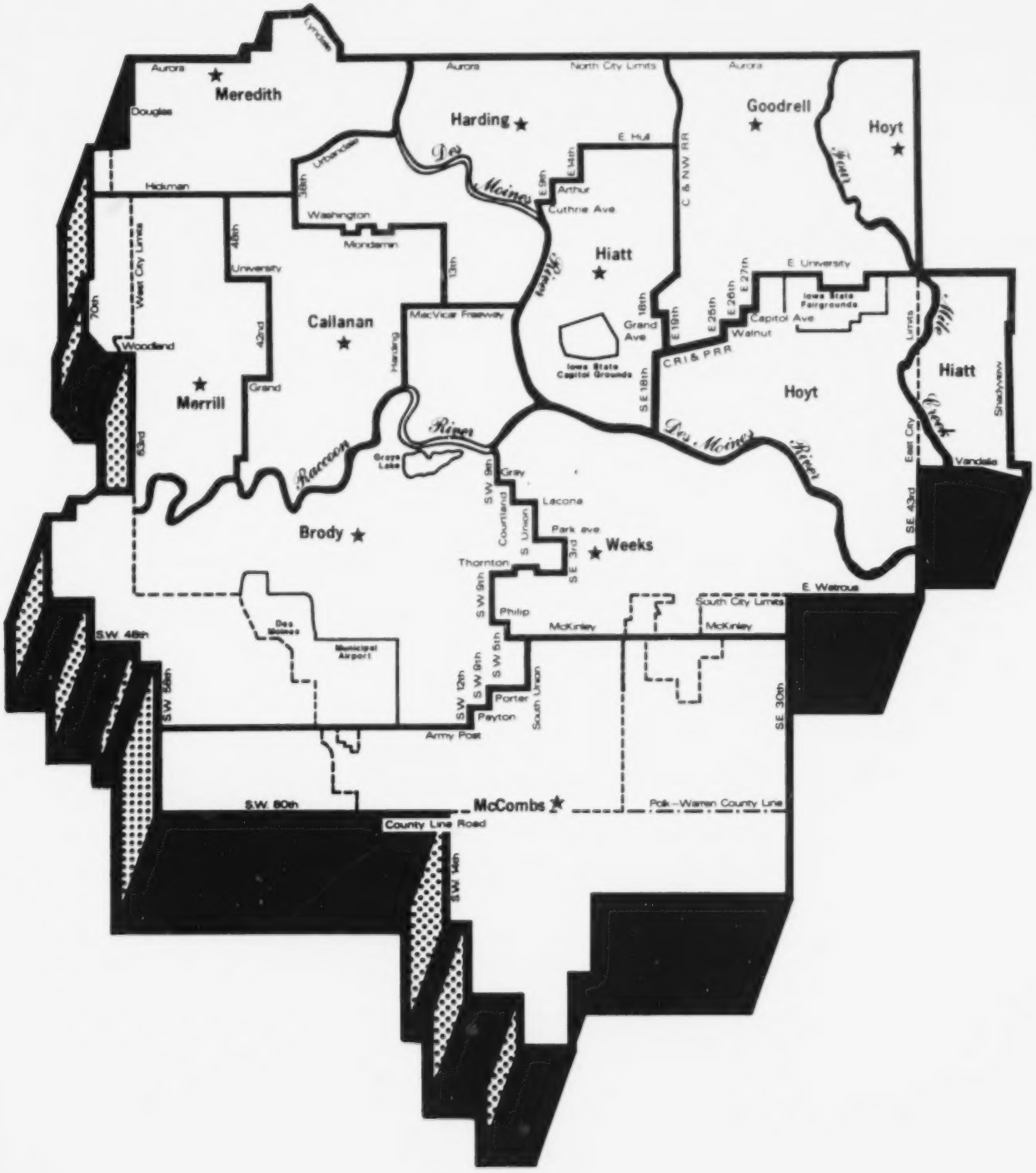
VI

MAPS

Elementary School Boundaries



Transitional School Boundaries



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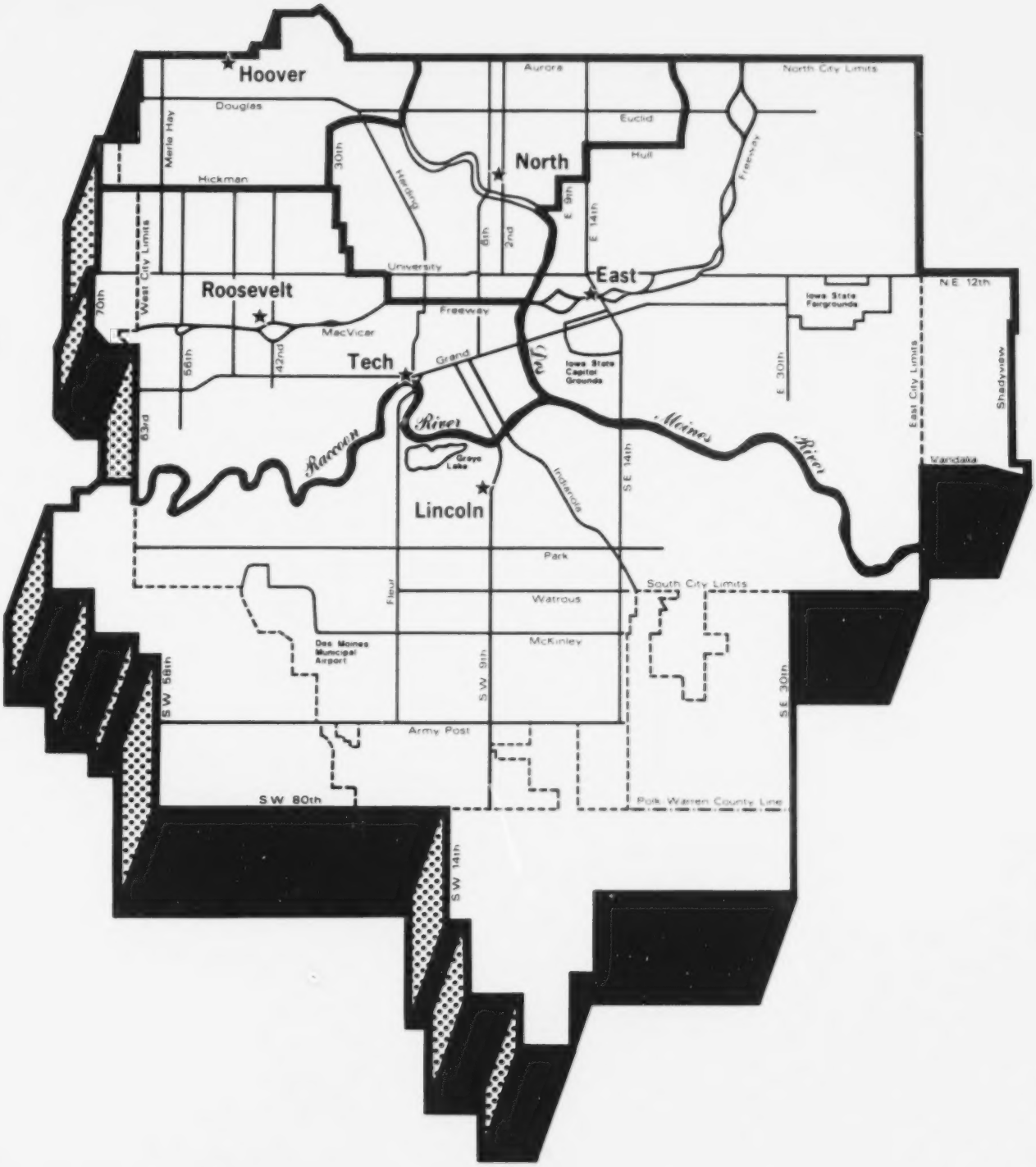
High School Boundaries



VII

SPECIAL SERVICES PROVIDED

Special Services Provided By The Des Moines Public Schools

Academy of Fine Arts
Adult Diploma Program
Adult English as a Second Language Program
Adult Machine Shop
Advanced Courses — Central Campus
Alcohol and Drug Education/Prevention Program
Alternative High Schools
Alternative Transitional School
Americanization Program
Apprentice Training
Aviation Laboratory
Bilingual Education
Central Academy for Gifted Eighth Graders
Chapter 1 — Reading and Math
Chapter 2
Career and Educational Counseling
Community Cultural and Recreational Activities
Continuing Education Units (CEUs) in Cosmetology, Life and Property and Casualty Insurance, Nursing, Real Estate
English as a Second Language Program
Equal Education Opportunities
Dropout Prevention Program
Gifted/Talented Academy
Gifted/Talented Institute
Instructors at Child Guidance Center
Instructors at Orchard Place
Medical and Health Services
Occupational Therapy and Physical Therapy
New Horizons Program
Practical Nursing Course
Preschool Classes — Ages 3-5
Preschool Handicapped Program — Birth to Age 6
Psychological Services
ROTC (Marine and Air Force)
Radio Station KDPS-FM
School-Age Mother Classes
School/Work Linkage Apprenticeship Program
Smouse School — Elementary Program for the Severe/Profound Mental Disabilities
Social Work Services
Speech/Language Services
Student Internship Programs
Talented and Gifted Program
Technical High School/Central Campus
Telephone Hook-Up with Home
Travel Adventure Series
Van Meter School - Secondary Program for Severe/Profound Mental Disabilities
Voluntary Transfer Program
Volunteer Program
Work-Study Program
World Travelers of Des Moines Slide Show Programs

Cafeteria Services

The school district served 2,999,899 meals to public school children during the 1984-85 school year. This is the largest single meal food services in operation in Iowa. An average of 17,142 lunches in 64 buildings plus 961 breakfasts in 13 buildings were served daily by a staff of 318. Twenty-two schools have preparation kitchens. Annual expenditure of the food service department is $4,881,980.50. The food service program is self-supporting.

DESIGNED BY THE CURRICULUM SERVICE CENTER